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ABSTRACT

This guide accompanies a videotape that can be used as a tool to help prepare refugees for their life in the United States. The trainers who use this guide can help refugees to process the information that is presented in the video and relate it to their own lives. The activities suggested in the guide focus on the content of the video as well as some of the reactions and expectations that refugees might have when they first arrive in the United States. The activities strive to encourage participation and critical thinking. The video activities have been divided into three types: pre-viewing, viewing and comprehension, and post-viewing. Within each type, there are many suggested activities and handouts, but no one is expected to do every activity. The activities should be thought of as items on a menu to be selected based on the needs of the group and the teacher's own training style. The notebook itself is divided into five parts focusing respectively on: pre-arrival processing, resettlement agencies, and community services; housing and transportation; working in the USA; education, health care, and money management; and cultural adjustment and the rights and responsibilities of refugees. Each lesson begins with an outline of the knowledge, attitudes, and skills that must be addressed during the unit. Numerous handouts, tables, charts, and appendices are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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ED 441 354

Welcome to the USA

TRAINERS' NOTEBOOK

Activities and Handouts
to accompany the Welcome Video

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Important

The Trainers' Notebook was designed to help Cultural Orientation (CO) programs using the *Welcome to the United States* refugee orientation video. It is not meant to replace effective training strategies that programs are currently using. Rather, we hope it will serve as an additional resource from which trainers can choose activities.

While the Trainers' Notebook was intended primarily to assist trainers at small overseas processing posts, it can also serve as a supplemental resource in larger posts overseas. Furthermore, some special suggestions and activities for stateside trainers have been included in an effort to encourage the continuation of cultural orientation in the U.S.

Finally, the Trainers' Notebook was written with the assumption that cultural orientation is being provided in the languages of the refugees, so we recommend that handouts be translated prior to use. Although many of the activities require reading skills, trainers should feel free to adapt them appropriately for non-literate refugees.

OVERVIEW

The video, *Welcome to the United States*, is a tool that we can use to help prepare refugees for their life in the United States. The *Welcome* video can be a powerful tool if we use the images and words with purpose and care. Our role as trainers is to help the refugees process the information that is presented in the video and to help them relate the information to their own lives. The video is only a tool—as trainers, we can decide when and how to use the video most effectively for the refugees in cultural orientation training classes.

The activities suggested in the Notebook focus on the content of the video as well as some of the reactions and expectations that refugees might have when they first arrive in the United States. By exploring the refugees' prior knowledge (be it fact or fiction), we can identify what information needs to be reinforced or clarified.

We strongly recommend that people work together to watch, react, and process what they see in the video. The activities will become more meaningful as refugees discuss the resettlement process with others since a group usually generates more ideas and perspectives. A group setting is also a good time to clarify expectations and dispel what might be circulating along the "refugee rumor mill."

The activities strive to encourage participation and critical thinking. Trainers might find that some refugees do not participate easily with a large (mixed) group, but they might talk if they are in smaller or more homogenous groups (e.g., all women). With small group work, refugees can interact with one another instead of having the communication always flow between the trainer and the group. Refugees might share opinions more freely in small groups rather than when they are trying to give the answer the trainer wants to hear.

Small groups can be formed in various ways for various purposes. Of course, trainers can always group people randomly by counting off or using another grouping strategy (e.g., a deck of cards). Some trainers like to group the more dominant people together and the quieter ones together so they break the pattern of a few people dominating the whole discussion (i.e., the quiet ones deferring to the vocal ones). For some topics, groups divided by gender or age might be appropriate. Women may participate more freely and honestly within a group of women. Or the younger people might view some things in ways completely different from the elders and might be less inhibited if adults are not in their group. Later, it's interesting to have the small groups report back to the whole group so that the others can hear/see their differences and similarities (e.g., for elders to hear the youth's perspectives or for men to hear the women's strategies).

The video activities have been divided into three types: Pre-Viewing, Viewing and Comprehension, and Post-Viewing. Within each type there are many suggested activities and handouts, but no one is expected to do every activity. Rather, think of the activities as items on a menu and select the activities based on the needs of the group and your own training style. The Notebook is not an exhaustive compendium of cultural orientation training ideas, so please feel free to expand in any direction.

Lesson Notes and Handouts

The Trainers' Notebook includes sample lesson notes corresponding to the five parts of the Welcome Video.

Part 1 Pre-Arrival Processing, Resettlement Agency, and Community Services

Part 2 Housing and Transportation

Part 3 Working in the USA

Part 4 Education, Health Care, and Money Management

Part 5 Cultural Adjustment and the Rights and Responsibilities of Refugees

Each lesson begins with an outline of the Knowledge, Attitudes, and Skills that might be addressed during the unit. Trainers should feel free to adapt the focus to include other information that might be helpful for a particular group of participants. In addition, each lesson has handouts that a trainer may want to translate and use. Each activity on a handout has only brief instructions, so trainers might want to read more about the activity in the General Activities section. Additional ideas can be found in the Activity Ideas appendix.

We hope the Trainers' Notebook will be helpful to you in providing cultural orientation to refugees. The strategies and techniques are only suggestions, so trainers are encouraged to add new and different activities. We have left some "white space" throughout the Notebook, so please keep adding ideas that you create and learn from others.

Please let us know of any great ideas you have. We will be happy to share them with others on the Cultural Orientation Web site (www.culturalorientation.net).

Enjoy!

Refugee Service Center
Center for Applied Linguistics

General Activities

PRE-VIEWING ACTIVITIES

- Brainstorm (handout)
- Use Imagery
- Compare/Contrast (handout)
- Frame Questions
- Predict Answers

Pre-Viewing activities are best done before watching the video. They help activate the refugees' schema—their ideas and knowledge related to the topic. Pre-Viewing activities are like "warm-ups" or "motivators" in that they prepare refugees for what they will see and hear. As the refugees share their ideas in Pre-Viewing activities, trainers can assess how much the refugees already know about the topic and begin to identify points to strengthen through other activities. Obviously, there are no right or wrong answers for Pre-Viewing activities.

Brainstorm

In brainstorming, refugees write (or draw) ideas that come to mind. All ideas are acceptable and should be included with no editing or judgment made. The goal is to generate lots of ideas. All participants should feel free to express their ideas. Try to use brainstorming in your training so that refugees can become familiar with this problem-solving activity that is commonly used in the U.S.

[Note: Although brainstorming has been used in training since the 1950s, refugees may not be familiar with the technique, so the trainer might need to explain the purpose and "rules" of brainstorming.]

Variations/Expansions

a. Start with your own drawing even if you can't draw (it's good for learners to see that the trainer is not an "expert" at everything). Drawing allows those with limited literacy to participate, and it helps people access their "right brain." A visual or artistic refugee might feel especially proud when given the opportunity to express himself/herself in pictures.

b. Use mapping or webbing to visually format the ideas instead of listing words linearly or randomly.

c. Give a target number of ideas you want. Challenge people to give "5" more. Have small groups compete to generate the most ideas.

d. Remember the rules—no criticism/evaluation; strive for quantity and encourage "wild" ideas.

Use Imagery

Using imagery or "creating pictures in one's mind" is a powerful way to tap into people's minds. Both literate and nonliterate populations can use pictorial images. In an imagery activity, the trainer guides participants in creating mental pictures and sensing things around them (e.g., while preparing for a job interview, "You are taking a shower and putting on a nice pair of dark-colored slacks or a skirt and a white shirt that you washed and ironed the day before. You feel clean, fresh, and confident as you look at yourself in the mirror.").

Or the trainer verbally takes the participants to a place and asks them to see, smell, hear, taste, and feel what is around them (e.g., when talking about education in their native country, "Imagine you are back in school in your country. What do you see in the room? Who do you see, and what are they wearing? What is on the wall? Where are people sitting? What are they doing? Are there any special sounds or scents? How do the students feel in the school?).

[Note: Using imagery might not be a familiar technique in all cultures, and it can be psychologically very powerful. Trainers should make sure they fully understand the use of imagery before they introduce the technique.]

Expansions/Variations

a. Ask participants to imagine themselves being successful at a certain task (e.g., working with children, fixing something, giving someone instructions, talking to an American manager, etc.), and then ask them to visualize themselves doing the activity very well and confidently.

Compare/Contrast (in words and pictures)

Before introducing new materials and concepts to adults, effective trainers start with something that the participants already know. When working with refugees, trainers often start by having the refugees describe something from their own countries and maybe other countries of asylum. Their knowledge can be shared through drawings or by verbal descriptions.

This is often followed by asking the refugees what they know about the U.S. By finding out what the refugees already know about (e.g., housing or public transportation), trainers can assess what information (or skills) are needed for a particular group of refugees. If the refugees don't seem to know much, or if their ideas are completely different from the local or current reality, the trainer will know that he/she needs to go slow with the video and maybe even pause the tape more often.

Expansions/Variations

a. Have participants identify what they think will be similar and what will be different.

b. If available, bring pictures related to the topic from the U.S., native country, and country of asylum. Have refugees discuss differences and similarities they see.

c. Have participants try to identify why certain things are either similar or different.

d. Give a target number of ideas that you would like the refugees to generate. Change the target number—asking more knowledgeable groups to create more ideas and more timid groups to come up with one or two ideas.

e. Ask them to identify their sources of information (e.g., Where did you see *x*? Who told you about ____? Have you ever been to _____?)

Frame Questions

Traditionally in the classroom, teachers ask questions and students answer. But in the real world, immigrants and refugees often find themselves in situations where they need information—they need to ask the questions. By asking the refugees to prepare 3-5 questions (e.g., What do you want to learn about "health care" from the video?), they will have specific listening and viewing goals, and trainers will gain insight into what they would actually like to learn about a given topic. If the group has limited or mixed literacy skills, this activity can be done orally. Trainers might want to give a sample question to get them started. For example, "Who will be at the airport when I arrive?" or "Will the resettlement agency help me bring my family to the U.S.?" Basically, this technique switches the traditional roles and gives the learners more control while simultaneously encouraging them to be more active viewers.

Expansions/Variations

a. Have participants work in small groups to formulate their questions and then compile a list of questions from the entire class.

b. If the group is multilevel, ask the more advanced participants to come up with more questions. Literate refugees can write the questions while the others participate orally.

c. Focus on developing questions that can be answered easily (Yes/No or Either/Or) or questions that would require more information (Who, What, When Where, Why, and How).

d. Alternatively, give the refugees some sample questions to read before watching the video (see True/False or Multiple Choice handouts). Ask them to answer the questions while viewing the video.

e. If the participants' questions are not answered in the video, ask them to identify possible sources for finding the answers.

Predict Answers

This activity builds directly on the previous one—Frame Questions. Once the refugees have compiled a list of questions, ask them to predict what they will hear and see. Again, this will help them focus—they will naturally want to find out if their predictions were right or wrong (or just different). As a trainer hears the predicted answers, he/she can also assess what information or skills need to be clarified or reinforced. After viewing the video, participants can discuss their predictions.

Expansions/Variations

a. Encourage the participants to generate more than one possible answer for each question.

b. Ask them if they think answers might be different for different people. For example, will a family reunification case receive the exact same services as a free case? Will all adults be considered "employable" in the U.S.? Will housing for refugees be the same in Chicago as it is in a small town in Texas?

VIEWING and COMPREHENSION ACTIVITIES

- Viewing/Listening Groups
- Watch and Talk (handout)
- Match the Words (handout)
- True/False (handout)
- Multiple Choice (handout)
- Sequencing
- Cloze Exercise
- Opinions (handout)

Viewing and comprehension activities relate directly to the information presented in the video. The activities highlight key information about resettlement. Viewing activities are best done immediately after watching each part of the video or done while watching shorter segments of each unit.

There is a lot of information in the video, so trainers might want to play each segment once without stopping and then a second time pausing the video at key points. Actually, within each unit there are probably at least six to eight places to pause the video (see handout Watch and Talk for ideas on places to pause and discuss). With each pause, trainers can lead activities to explore reactions or to develop skills. For example, in Part 1 a trainer could pause on the scene with a refugee woman alone with a female doctor in the first section. Depending on the group, this scene might lead to a discussion about males being examined by female doctors or females being examined without the presence of their spouses. Trainers might also talk about the role of a translator during medical visits (e.g., why children should not translate during a parent's medical exam). Later, during the Health Segment (Part 4), trainers could expand the lesson to develop skills by including a lesson on the basic language used during a medical exam or on requesting a translator.

Viewers might have different interpretations of the words and the visuals, so trainers might consider playing the video without sound so everyone can focus on the visual messages. A visual clip is a powerful way to introduce skill development activities. For example, the transportation segment (Part 2) has great visuals that could lead to lessons on reading maps, reading or calling about classified ads, etc.

Of course, every teacher/trainer wants to know whether the participants actually understand the information presented. Comprehension Check activities can take many different forms from the simple to the more complex. See the handouts Match the Word, True/False, Multiple Choice, and Opinions, or create your own!

Viewing/Listening Groups

Almost everyone who has seen the *Welcome to the USA* video has commented that it is just "packed" with information—verbal and visual. Many trainers make the information more accessible by playing each part (or even just a one minute clip) several times. Viewers can watch the video without sound. Or participants could listen to the script without the pictures. Without sound, the trainer can pause and focus on the visuals. Without pictures, the trainer can focus on exactly what someone is saying.

Variations/Expansions

a. Play a part of the video without sound and have the participants work together to write captions to go along with what they have seen.

b. Have one half of the group watch the video (with sound and visuals) and then ask them to tell the other half what they learned.

c. Form several groups and give each group an assigned task. For example, have one group watch a unit to select some key English vocabulary related to the topic that refugees should learn (e.g., "sale" in Part 4). Another group could be asked to identify the 3-5 main points. And a third group could describe what the people looked like, the settings, or any differences they noted between children/adults, males/females, new arrivals/those in the U.S. a long time, etc.

d. Smaller groups could also be assigned more general viewing assignments. Group A could watch for things that raise more questions. Group B could watch for things that aren't very clear. Group C could watch for things with which they agree. Group D could watch for things with which they don't agree. If the program is in the U.S., Group E could watch for things that are very different from the local community.

Watch and Talk

The Watch and Talk handouts provide a visual representation of key information presented in the video. Depending on the group and the trainer's style, these may be natural points to pause the video for discussion or to develop skills. Of course, trainers can identify other points for pausing the video.

The questions on the bottom of each handout become progressively more complex or personal—beginning with a simple description of what the participants see and how it is different or similar to a scene in one's own country. For example, in Part 1, "Would a husband or wife sign legal documents in your

country?" The third question asks the refugees to identify strategies for dealing with situations that are completely new or ones in which they would be uncomfortable. Obviously, there are no single correct answers for these questions. They are designed to stimulate discussion and to allow the trainer the opportunity to share information or strategies that others have used successfully.

Variations/Expansions

a. Discuss "cultural and resettlement" issues related to scenes in the video.

b. Each visual could be used as a stimulus for creating a dialogue, skit, or roleplay.

Match the Word

These are basic matching exercises to help reinforce the visual and print association of nine key concepts related to each part of the video. Trainers can decide if the refugees should write only the English words or if they should also translate the words.

Expansions/Variations

a. Replay the video and have the participants watch for the items pictured. As soon as they see an item, they should stand up. The first person to stand receives a point. (These might also be places to pause and discuss.)

b. Cut visuals and words apart to play "Memory." Place the pictures and words upside down in a grid pattern and then let each player turn over two cards. If the word matches the picture, the player scores a point.

c. Place the nine pictures on a Tic-Tac-Toe grid with each box numbered from one to nine. Make sure the players cannot see the pictures. In turn, a player selects a numbered box and then looks at the picture. At an easy level, the player could merely identify the picture, or for a more advanced level, the player could be required to provide more information or use the word in a sentence.

True/False

The True/False exercises might be familiar to refugees who have studied in school. In these quiz-like activities, refugees have a 50% chance of getting the correct answer. Before you begin, make sure everyone understands that they are supposed to circle T for True or F for False. True/False activities can be made more interactive by having refugees do the exercises in pairs or small groups. You can also challenge them to correct the false information and to elaborate on the true sentences with information from the video or from their own knowledge.

Variations/Expansions

a. If the group has limited literacy skills, the trainer can read the sentences and have refugees raise one colored card for true and a different colored card for false (or left and right hands).

b. If a sentence is false, have refugees insert "not" or another negation marker so that the sentence becomes true.

c. If the answer is true, have the refugees add another sentence starting with "For example, ..."

d. Have small groups create more T/F questions for the class.

e. Discuss frequency adverbs and how the answer might change with a different adverb.

Multiple Choice

The Multiple Choice activities also might be familiar to refugees who have studied in school. In these test-like activities, refugees have a 25–33% chance of getting the correct answer. Have refugees (individually or in pairs) read each sentence and decide which answer would be best to complete the sentence. Sometimes there is more than one correct answer, and other times, none of the answers is correct.

Variations/Expansions

a. If the group has limited literacy skills, the trainer can read the sentences and options.

b. Have more advanced participants state why they made their choice and why the other options are not correct.

c. Have individuals or groups add another option (D or E) to each item.

d. Ask for other words that could be used to complete the sentence(s).

e. Write a continuation sentence. For example, "Many resettlement agencies will help you find housing that is safe and affordable." [ADD] "You might also want housing that is not too far from your work."

f. In the U.S., practice more test-taking strategies (e.g., oral interviews, short answers, computerized bubble sheets, essays, etc.).

Sequencing

Some aspects of resettlement naturally occur in a sequence, so trainers can actually scramble the information and then ask the refugees to put them in the correct sequence. For example, (1) getting a social security card, (2) applying for a job, (3) interviewing, (4) starting a job, (5) receiving a paycheck. These could be written on strips, scrambled, and taped on the board. Refugees could be asked to come to the front to move the strips into the correct sequence.

Variations/Expansions

a. Take a sentence and cut it into words. Ask refugees to put the words in the correct order. This can be done sitting in groups or standing in a circle with each person holding one of the words.

b. Extract a quote from one of the speakers on the video. Write the sentences on strips and have the refugees put the strips in the correct order as they hear the speaker.

Cloze Exercise (also known as fill-in-the-blanks)

Listen carefully to the video and take a two- to five-sentence snippet or quote from the video. Rewrite the snippet/quote, leaving one key word blank from each sentence. Have the refugees listen to the snippet and fill in the blanks. This can be done in pairs, groups, or individually (nonliterate refugees can be paired with literate ones).

Variation/Expansions

a. The cloze can be written on the board or on handouts. Some trainers number each blank so it is easier to correct.

b. Ask participants for other words that could also be used in the blank.

c. Prepare two different forms: On form A, delete verbs; on form B, delete nouns (or adjectives, adverbs, articles, etc.). After the participants have tried to complete their forms, have the "A form" people partner with "B form" people to check their answers.

Opinions

Throughout the video, actual refugees talk about their early experiences in the United States, and it is from their voices that we begin to understand how truly difficult resettlement can be. Because these quotes are sincere and not scripted, they can be extremely valuable for trainers.

See the handout Opinions for discussion ideas for each part of the video. Have the participants read some of the quotes of the refugees in the video. (Note: the quotes have been edited for brevity.) After each quote, ask the participants to identify the most important point being made. For example, Is the speaker positive or negative? Does he/she give or need any advice? What is the main message? Have they heard other refugees say the same or similar things?

The handout also has some suggestions for role plays at the bottom of the page. Feel free to be creative with other role plays!

Variations/Expansions

a. Discuss the body language, gestures, and facial expressions of the speakers in the video.

b. Role play conducting another interview with the same speaker; include asking for clarification and elaboration.

c. Have refugees talk on the same issue, but from a different perspective (e.g., a man instead of a woman, a younger person instead of an older adult, someone with a very negative experience instead of someone who seemed more accepting, etc.).

d. Lead a discussion about how people say one thing even though they might actually believe something else. Listen to some of the speakers again and imagine what they might have been thinking (i.e., interior monologue). Have participants work in pairs or individually to come up with interior monologues that they can share with the whole group.

e. Interview another refugee who has been in the U.S. for one or two years. Did that person have advice or experiences similar to those of the speaker on the video?

f. Conduct a survey of refugees on an issue related to resettlement (e.g., facts, experiences, feelings, etc.) and analyze the results. Do most people say similar or different types of things? Do the answers differ by age, gender, ethnicity, length of time in the U.S.?

POST-VIEWING ACTIVITIES

- Adjustment (handout)
- Brainstorming and Listing (handout)
- Writing (handout)
- Critical Incidents
- Visualizing/Imagery
- Debates
- Demonstrating Skills

Post-Viewing activities move beyond the video and ask refugees to react to the information and to think about their own ideas and beliefs. Many of these activities focus on culture and adjustment. These activities are highly personal so there are many possible responses—there are seldom right or wrong answers for these types of activities.

Adjustment

The ideas listed under Adjustment relate to various aspects of resettlement and focus on some of the cultural concerns refugees will encounter. Trainers can use the ideas listed to structure activities that ask refugees to rate, rank, categorize, prioritize, or reflect. For example, participants can be asked to do any of the following:

- Categorize ideas into categories such as (1) same/different from home country, (2) like/dislike, (3) easy/difficult, (4) need/want/not important, etc.
- Rank the ability to adjust using a scale
  (e.g., likely... possible... doubtful... impossible OR
  4 = very difficult...3 = a little difficult...2 = okay...1 = easy)
- Prioritize the three to five most important cultural concerns to handle or adjust to. Give reasons for priorities (or ask groups to seek consensus on priorities).

At the end of the rating, ask the participants to suggest strategies for the items that are feared or expected to be more difficult. For example, if they are afraid of flying, what can they do? If a family has two small children, how can they balance both parents working and child care?

Variations/Expansions

a. Some trainers might want to make this more interactive (and "kinetic") by putting the rating scale on the board (or in different parts of the room) and then reading the sentences aloud. Have the refugees move to and stand at the point that most closely matches their reaction to each item. It can be fun for people to see who has a similar or a different idea. *[Note, however, that some people might be influenced when they see how other people rate: Ask people who are standing near one another to state why they chose that particular rating.]*

b. Prepare a class tally of responses. For example, how many people marked "3" for "difficult"? How many marked "1" for "very easy"?

c. Have the refugees add more items to the list to rate/rank/prioritize.

d. Have the refugees create a rating activity for an American going to their country (or asylum country). What items would they put on the list?

e. Have them state or write a reason for each choice they made.

f. Create "If … then … statements" (e.g., "If my salary is very low, then I will only buy things that are necessary.").

g. Discuss the role of evaluations and how self-assessment differs from evaluation.

Brainstorming and Listing

Ask the refugees to identify strategies that can be helpful during the resettlement process and first year in the U.S. The goal is to generate as many ideas as possible so that refugees can begin to see themselves as knowledgeable problem-solvers. See also notes for brainstorming listed under Pre-Viewing

Writing (or Drawing)

Many of the previous activities have focused on listening and speaking skills. Yet, writing can be an equally important skill for people living and working in the U.S. Unlike discussions and other speaking activities, writing gives individuals time to carefully think about what and how they will express their ideas. Writers can edit their words and clarify their thoughts.

People usually write for an audience—creating something that they will share with others. For example, refugees can develop books (e.g., stories from home, songs, poetry, recipes, "how-to guides," etc.) or newsletters (e.g., refugee program news, hints, tips, individual stories, jokes, cultural notes, country or individual refugee profiles, etc.). The refugees could even write a new script for the video in another language or in simplified English.

At other times, people write only for themselves—words that no one else will read. Journals let people express themselves—share happy thoughts, frustrations, doubts, or even anger. It can be mentally healthy to express one's thoughts in a journal or in a letter to someone special. Journals and letters become written records of one's journey through life (or a special time in one's life).

Variations/Expansions

a. Refugees who are more comfortable with visuals can draw or cut out pictures to create collages related to what they want to share.

b. If some refugees are not literate, ask them to dictate their ideas to someone else to write. *[Note that the benefit of privacy is lost.]*

c. Instead of writing real letters, ask the participants to write a "letter they will never send." Writers seal their letters in envelopes and save them for a later time.

Note: The letter activity was developed in response to refugee/immigrants saying that they did not "write home" about some of the real difficulties about their lives in the U.S. They said, "We don't want our families to worry. Besides, they cannot do anything to help us."

Explain that by writing down their expectations, fears, hopes, dreams, and feelings they might better understand the range of emotions that comes with resettlement. When they read their letters later, they might find that their experiences have been more difficult than expected or that the experience was easier than expected. Refugees also learn that they may be bothered by something merely because of an unreal expectation they had before coming to the U.S.

Critical Incidents

The critical incident model is often used in business training in the U.S. The best critical incidents are based on real refugee experiences during the early months of resettlement. When refugees send letters to the training staff, they often tell stories about their new lives. These stories can become a rich source for writing critical incidents.

Once the incident has been prepared, have the refugees read and identify what happened in the incident, brainstorm possible sources of confusion/ miscommunication, and then discuss alternative ways the situation could have been handled. Ask the refugees to consider what the possible outcome might be for each alternative.

Visualizing (see "Use Imagery" in the Pre-Viewing Activities section)

Debates

Debates can be informal or very structured. When time is limited, informal classroom debates are wonderful for generating a variety of ideas and opinions on a given controversial topic. Trainers can announce the topic and have participants decide on which side of the topic they would like to argue.

Some orientation topics that might lead to lively debates are the following:

- Is it better for parents to juggle their work schedules or to use child care?
- Should refugees be expected to take any job right away, or should they wait for the perfect job?
- Is it better to use public transportation (even though it's difficult) and to save money, or should refugees buy cars as soon as they can?
- Is having a nice apartment in a pretty neighborhood more important, or is saving money more important? (similar—having used furniture versus buying new things)
- Should parents encourage children to use mostly English, or should they encourage children to maintain the home language?
- Should a refugee parent work part time and be home with the children after school, or should he/she work full time for the extra money?

Demonstrating Skills

One of the best ways to know if our training has been effective is to include an application or applied performance activity. Overseas, trainers have to simulate reality in the classroom. For example, bring sample schedules and maps into the classroom and have refugees show how they will get from one place (e.g., apartment complex) to another place (e.g., a worksite). In the U.S., if a trainer wants to know if refugees can use the local transportation system, they can actually take a trip together on local public transportation. Using local materials on authentic tasks helps make the learning more contextualized and realistic for adult learners.

Some additional ideas for demonstrating (or simulating) skills are the following:

- Bring in real forms/applications for social services, jobs, schools, etc.
- Role play job interviews, clerks and customers, enrolling for classes, etc.
- Visit/Simulate a hotel room and train others on hotel housekeeping skills.
- Visit/Simulate a restaurant, and then train others on various jobs such as salad prep, dishwashing, busperson, etc.

Trainers' Notes and Handouts

Part 1
Pre-Arrival Process, Resettlement Agency, and Community Services

Part I
Pre-Arrival Process, Resettlement Agency, and Community Services

PART I

KNOWLEDGE

- ***Pre-Arrival Processing***

1. medical visits overseas and in the U.S.
2. interviews with INS and processing staff
3. how resettlement site is selected
4. IOM—travel tickets and loan
5. keep important documents with you (IOM bag)

- ***Responsibilities of the Resettlement Agency***

1. arrival at airport
2. first 30 days—housing with basic furniture, utensils, food and supplies
3. getting started—social security, school enrollment, medical care/assistance, food stamps, and clothing
4. orientation to life in the U.S. and to the community
5. employment—job seeking skills and referrals

- ***Assistance***

1. private—people from religious and community-based organizations who volunteer to help with transportation, tutoring, and donations
2. public—community services such as rescue (911), fire, and police

ATTITUDES

- ***Experiencing strong emotions/feelings is natural and part of migration, but not all cultures are accustomed to openly sharing emotions.***

  Suggestions: Be attentive to discomfort; try using some of the cartoon faces representing emotions and discuss cultural intrepetations; use mime and games to talk about emotions; keep discussion simple until more trust is developed; or limit this type of discussion to one-to-one conversations.

- ***Life in the U.S. may be very different from your expectations.***

  Suggestions: Play telephone game where story is whispered in neighbor's ear and continues around circle to show how stories change as they are retold; use critical incidents about unreal expectations.

  In the U.S., assign observation tasks and compare with what they previously thought; use pre/post questions (Before I came to the U.S., I thought … vs. Now that I live in the U.S., I think…); interview refugees who have been in the U.S. longer and find out how they learned to handle "x," and identify strategies for handling situations that do not meet expectations.

- ***Self-reliance—people coming from more traditional or more structured cultures might benefit from open discussion on self-reliance.***

  Suggestions: Ask refugees to brainstorm ways people might demonstrate self-reliance. Have they noted people of other cultures acting more or less "self-reliant" than people of their own culture?

  Discuss and observe how people demonstrate self-reliance; discuss self-reliance with Americans and people of other cultures, ages, genders, etc; and make an effort to try a more self-reliant action and then reflect on the experience.

SKILLS

- Asking and answering questions about yourself and your family/question formation
- Introducing yourself and others
- Completing forms
- Asking for information
- Seeking clarification
- Requesting assistance
- Reading maps, schedules, instructions, etc.

HANDOUT 1

Brainstorm

What do you think about resettling in the U.S.? Write words or draw pictures that show how you feel. Brainstorm — there are no wrong answers!

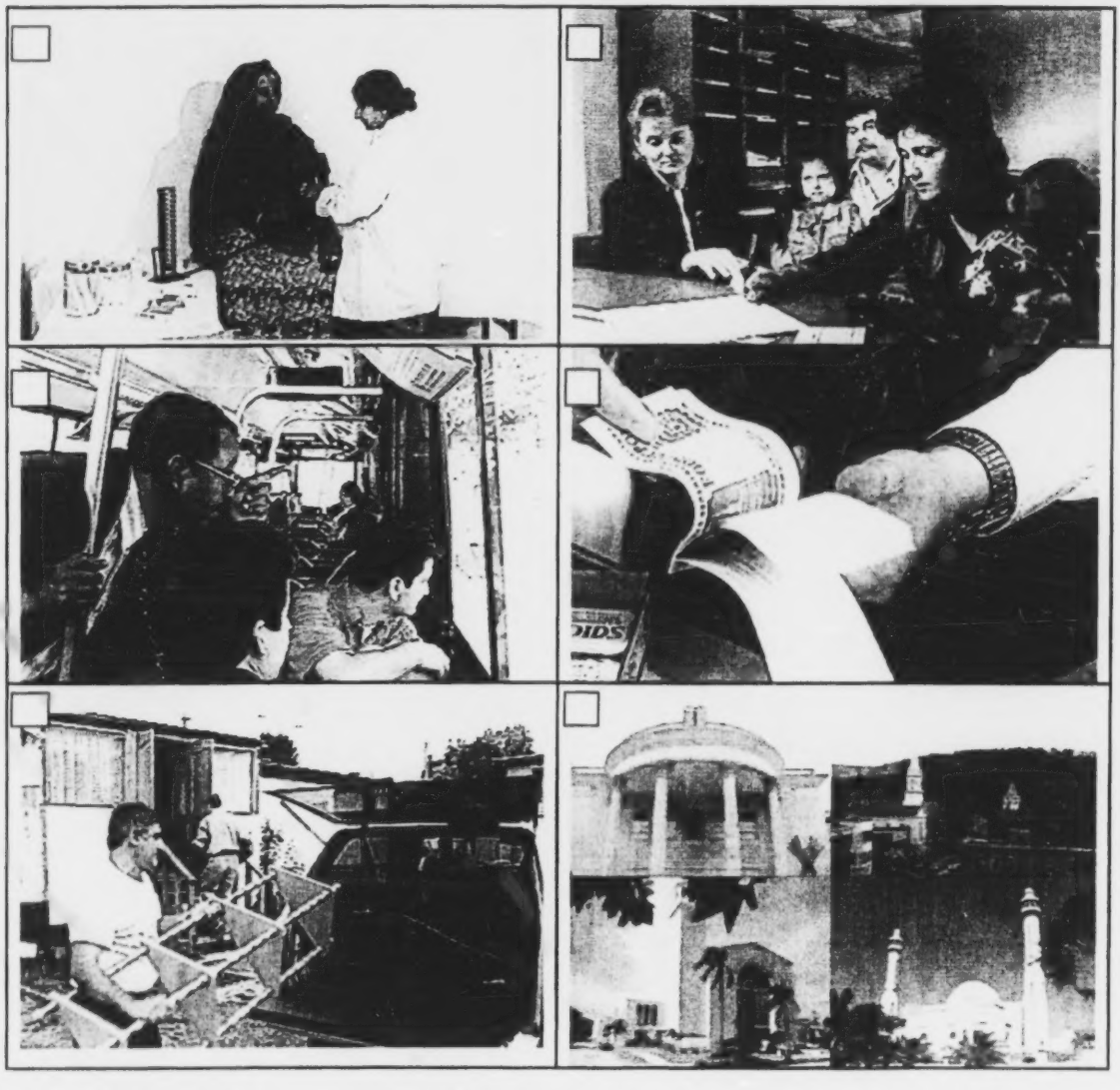
Compare/Contrast

What do you know about the geography and weather in your own country and in the U.S? In the boxes below, write a description or draw a picture related to geography and weather in your country and in the U.S.

Geography in my country	Geography in the U.S.
Weather in my country	Weather in the U.S.

Watch and Talk

Watch the video and put a check (√) in box when you see the picture on the video.



Talk about each picture—you can use these questions if you want.

1. What do you see?

2. Is this similar or different from what you see in your country?

3. How can you prepare yourself for something like what you see in the picture?

Match the Words

Look at the pictures and find the words. Write the correct English word in each box to identify the picture.

English	**Translation**
Police	
Fire	
Ambulance/Rescue	
Interview	
Social Security	
Food Stamps	
USA	
IOM	
Airplane	

HANDOUT 4

True or False

Read the statements below and circle True (T) or False (F). If you have time, try to change the false statements so they become true. If a sentence is true, can you give additional information (elaborate)?

1. It is very important for you to give complete and accurate information to the processing staff. T F

2. If refugees do <u>not</u> have immediate family in the U.S., they are resettled in towns with affordable housing, jobs, and other services for refugees. T F

3. If the processing office or IOM purchased your plane ticket, you have to repay the loan within the <u>first</u> year in the U.S. T F

4. You will be greeted at the airport by relatives, friends, or a representative of the resettlement agency. T F

5. To get a job and apply for benefits you need a social security card. T F

6. Your resettlement agency is responsible for <u>all</u> your necessary and basic expenses for 120 days. T F

7. Everything you hear from family and friends about resettlement is correct. T F

8. If you decide to move to another community, the resettlement agency is required to help you and your family move. T F

Multiple Choice

Read the sentences and circle the best answer (a-b-c) to complete the sentence.

1. Eligibility for assistance is based on need, age, and personal _____.
   A) income B) education C) attitude

2. Food stamps cannot be used to buy cigarettes, alcohol, diapers, paper and _____.
   A) dairy products B) cleaning products C) fresh produce

3. If a refugee cannot work, he/she can apply for cash assistance for _____.
   A) a limited time B) the rest of his/her life C) a television and stereo

4. If a refugee family has a very low income, the family might be _____ food stamps, Refugee medical assistance, or other government support programs.
   A) eligible for B) entitled to C) forced to take

5. Supplemental Security Income (SSI) is for people who are age 65 or older, blind, or _____.
   A) disabled B) pregnant C) in school

6. Cash assistance, food stamps, and refugee medical assistance applications are controlled by _____ and they take time to process.
   A) private businesses B) resettlement agency C) government procedures

7. Some social service agencies can offer you help with transportation, translations, tutoring and _____.
   A) donated food/clothes B) new cars C) private schools

8. In a life-threatening situation, you can usually call _____ for emergency help.
   A) 444 B) 111 C) 911

Opinions

We heard one refugee, Emira, and one resettlement agency representative, Ivette. Look at their quotes written below. Do you think their opinions are generally positive or negative? Do you think other refugees would agree with what they said?

Write your own quote about resettlement. Are you positive or negative? Would other refugees agree with you?

Name + Quote	Positive or Negative	Would others agree?
Emira: "The resettlement agency helped us on our application for food stamps, for Medicaid … they helped us to take our children to school and many other things."		
Ivette: "The cash assistance they're going to receive from the government is barely enough to cover the rent, food, and all their other basic necessities. Therefore, working is the only way."		
You:		

Role Plays

Find a partner and role play one (or more) of the situations below.

A. Emira talking to someone who is very negative about everything.

B. Ivette talking to someone who does not want to work the first eight months.

C. Refugee complaining about old furniture to a resettlement case worker.

D. Refugee telling a volunteer that they would rather not go to church.

E. [Your own]

Adjustment

It is natural to have some hopes and fears about resettling in the U.S. Below is a list of things you will probably experience while moving to the U.S. What do you think about each activity? Do you think they will be very easy, okay, or difficult? Rate each activity.

Rating:

Very Easy *1*
Okay *2*
Difficult *3*

• Completing forms/papers	1	2	3
• Flying in an airplane	1	2	3
• Transiting in the airport	1	2	3
• Meeting sponsor	1	2	3
• Moving into apartment/house	1	2	3
• Meeting people from different ethnic backgrounds	1	2	3
• Seeing women and men in roles that are different from your country	1	2	3
• Having to learn to do basic activities again (e.g., shopping, visiting clinics, taking bus, etc.)	1	2	3

Add your own.

- _____
- _____
- _____

Strategies

Find a partner—someone from the resettlement staff, a neighbor, friend, or relative. Ask them how they handle difficult situations. Share your ideas, too.

Brainstorm — How to Learn English

Everyone agrees that learning English is important for successful resettlement in the U.S. Brainstorm a list of things you can do to help yourself learn English.

_____	_____
_____	_____
_____	_____
_____	_____

Write or Draw

Have you changed any of your ideas at the end of Part 1? Draw a picture or write about your thoughts now.

Trainers' Notes and Handouts

Part 2
Housing and Transportation

Part 2
Housing and Transportation

PART 2

Housing

KNOWLEDGE

- Initial housing may not be permanent nor ideal (not like on TV/movies)
- Housing in the U.S. is expensive and there are different styles
- You will probably live in a less expensive neighborhood – therefore, there will probably be people of diverse races, ethnicities, religions, education and employment backgrounds. There are "fair housing laws" which says that landlords cannot use race, religion or ethnicity in deciding to whom to rent
- Renters usually sign leases (similar to contracts) which state the terms/conditions. Leases might state the number and relationships of people who can live in a single apartment. But they cannot discriminate based on race, religion, ethnicity, age, etc.
- In the U.S., refugees need to learn how to operate smoke alarms/appliances and know housing regulations (e.g., rules pertaining to noise, using washers/dryers, taking out trash, grilling, etc)
- Practicing safety in the U.S. is different – be aware of your neighborhood, watch children at all times, use locks, don't flash cash, keep jewelry discrete, etc.

SKILLS

- Reading ads and comparing prices
- Using map to locate specific places or neighborhoods
- Identify rooms, furniture, household goods
- Comparison shop for furniture and other household goods
- Identify problems and request repairs
- Read and accept/deny conditions in lease
- Provide notification to vacate (usually written)
- Reading and paying utility bills

ATTITUDES

- ***Change is common and often valued in the U.S.***

  Suggestion: Remind refugees that their living arrangements are basic and temporary. Refugees, like other people living in the U.S., can save money over time so that they can improve their housing, furniture, transportation, amenities, etc.

- ***In general, there is no stigma attached to having "used" or "second-hand" goods.***

  Suggestion: Again, remind refugees that this is not a permanent situation. Many people make the best of used and second-hand goods by cleaning things up, painting or refinishing, covering with new fabrics, etc.

- ***Decision-making in the U.S. requires critical thinking of many different variables.***

  Suggestion: Consider <u>many</u> things when looking for housing (location in relation to transportation, schools, shopping, friend/family, and jobs; safety of neighborhood; rent and condition; conveniences, etc.). Lots of people use "PRO" and "CON" lists to help them with decisions.

Transportation

KNOWLEDGE

- Identify different types of public transportation and local usage. Public transportation has designated schedules, stops, and fares that are usually in published pamphlets or posted. Learn by observing norms and rules on public transport (e.g., no smoking, requesting stop, speaking loudly or softly, using priority seating, etc.). In the cities, children might use public transportation instead of "school buses."
- Not all Americans have cars; many use public transportation, which requires more time and is not always convenient.
- Consider transportation availability and costs in making decisions related to housing, jobs, schools, or buying a car.

SKILLS

- Reading and interpreting maps and schedules
- Asking for information (stops/fares) and directions
- Following road signs
- Reading driver's manual and car ownership manual
- Read advertisements and compare prices (e.g., for cars, insurance, tires, etc.)
- Using the phone book
- Completing applications/forms (driver's, registration, insurance)
- Driving a car

ATTITUDES

- ***Although an automobile seems to be a necessity in the U.S., not everyone owns a car, and many people rely on public transportation, especially in urban areas.***

  Suggestion: Gather advertisements related to automobile costs. Discuss all the expenses involved and compare with public transportation (include insurance, driving classes, registration, gasoline, parking, maintenance and repairs, etc.).

Brainstorm

Brainstorm a list of the basic things that you think refugees need in their new homes. Include at least 10 things.

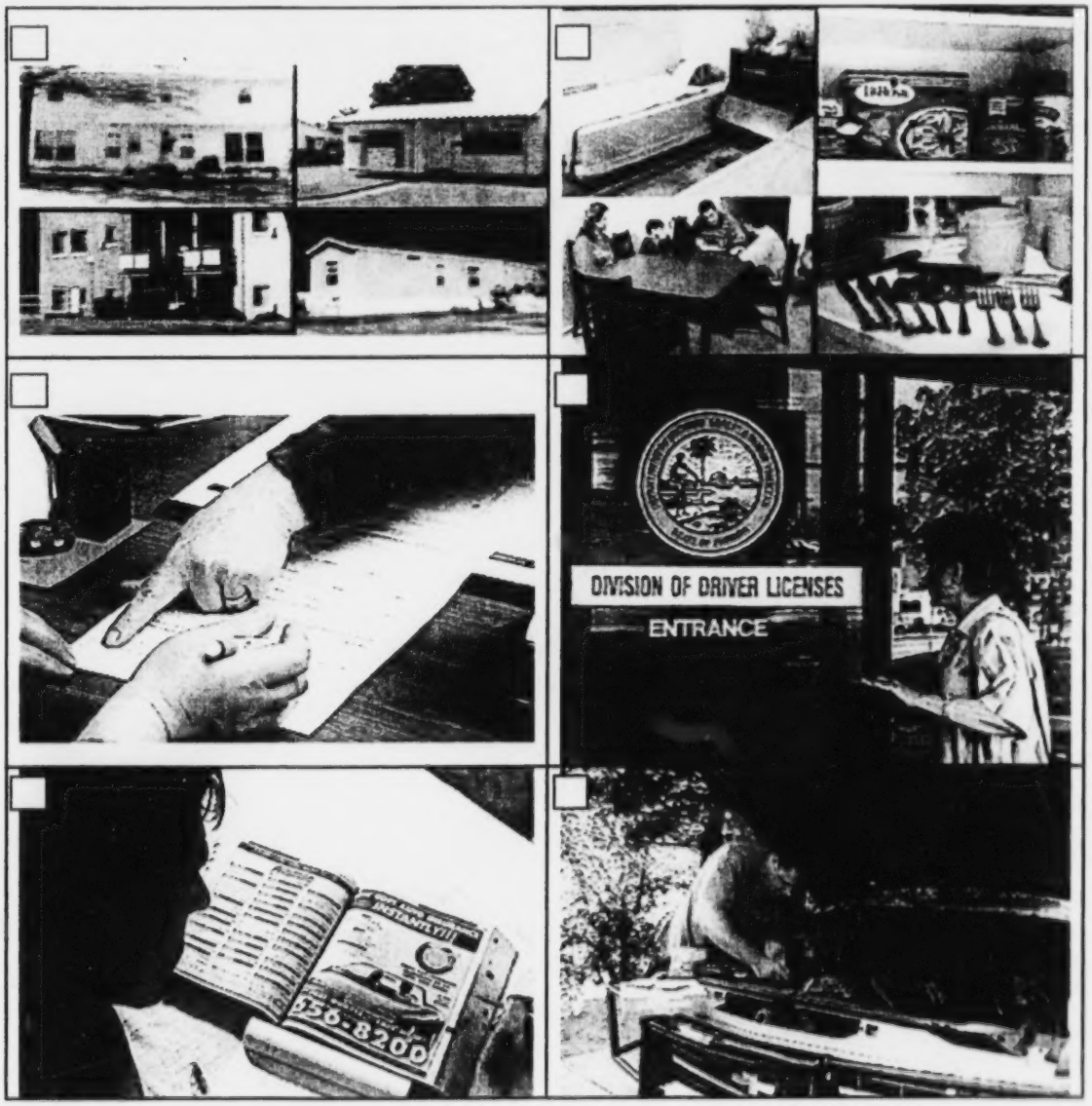
Compare/Contrast

What do you know about housing and transportation in your own country and in the U.S? In the boxes below, write a description or draw a picture about the housing and transportation in your country and in the U.S.

Housing in my country	**Housing in the U.S.**
Transportation in my country	**Transportation in the U.S.**

Watch and Talk

Watch the video and put a check (√) in box when you see the picture on the video.



Talk about each of the pictures – you can use these questions if you want.

1. What do you see?

2. Is it similar or different from what you see in your country?

3. How can you prepare yourself for something like what you see in the picture?

Match the Words

Look at the pictures and find the words. Write the correct English word in each box to identify the picture.

English	Translation
car	
bus	
bus stop	
schedule	
fire extinguisher	
keys	
rent	
apartment	
house	

True or False — Housing

Read the statements below and circle True (T) or False (F). Try to change the false statements so they become true. If a sentence is true, try to give more information.

1.	Your initial housing will definitely be ideal.	T	F
2.	Most resettlement agencies help refugees find safe and affordable housing.	T	F
3.	The resettlement agency or sponsor will provide free housing until you are ready to pay for your own place.	T	F
4.	Your initial housing will have basic necessities such as a bed, minimal furniture, cooking utensils, and maybe some food.	T	F
5.	Both the landlord and the tenant have responsibilities related to maintaining the apartment.	T	F
6.	Most leases state the amount of rent, when the rent is due, and the number of people who can live in the apartment.	T	F
7.	The cost of heat, water, and electricity is <u>always</u> included in the rent.	T	F
8.	You can break your lease any time you want. You just move out.	T	F

Multiple Choice — Transportation

Read each sentence and circle the best answer (A-B-C) to complete the sentence.

1. _____ is not readily available in all parts of the country.
   A) Public transportation B) Education C) both A + B

2. You can learn about the transportation system in your community from your _____.
   A) sponsor B) resettlement agency C) both A + B

3. Sometimes, refugees have to travel _____ from their homes to their jobs, and sometimes they have to transfer from one bus to another.
   A) by bus B) long distances C) both A + B

4. To get a local driver's license, you will have to pass a vision test, a written exam, and _____.
   A) a blood test B) a driving test C) both A + B

5. Learning to drive is relatively easy. The difficult part is _____ a car.
   A) washing B) owning C) both A +B

6. Car insurance might cost _____ if you do not have a U.S. driving record.
   A) more B) less C) both A + B

7. The cost of insurance depends on the type of car, your age, and _____.
   A) the number of drivers B) your income C) both A + B

8. Other expenses related to owning a car include gasoline, parking, taxes, and _____.
   A) maintenance B) registration C) both A + B

Part 2: Housing and Transportation
HANDOUT 14

Opinions

We heard refugees talk about housing and transportation in the U.S. Read and think about what they said. Consider their words and their body language. Are their messages positive or negative? How did they handle their situations?

Name + Quote	Positive or Negative	How was it handled?
Maya: "Money is very different here… now $500 for a two-bedroom apartment is very cheap…. Apartments are very small, so big families like mine find it very hard to find a good apartment."		
Emira: "I have many schedules for all the buses. And I find out when I can go and how I can come back home. It is not so easy, but it's okay."		
Maya: "Buying a car took every penny I saved. I didn't buy fancy clothes… I didn't waste money on anything that was unnecessary."		

Role Plays

Find a partner and role play one (or more) of the situations below.

A. Emira talking to someone who doesn't understand bus schedules.

B. Maya talking to someone who doesn't earn enough money to save for a car.

C. Refugee complaining about safety in his/her neighborhood with a case worker.

D. Refugee asking a volunteer to help him/her find a better apartment.

E. [Your own]

Adjustment

Below is a list of things you will probably experience while living and traveling in the U.S. What do you think about each activity? Do you think they will be very easy, okay, or difficult? Rate each activity.

Rating:

Very Easy	*1*
Okay	*2*
Difficult	*3*

•	living near people of different races	1	2	3
•	having used furniture	1	2	3
•	using American appliances	1	2	3
•	hearing neighbors speak other languages	1	2	3
•	reading bus schedules and maps	1	2	3
•	traveling 45-60 minutes to work or school	1	2	3
•	learning to drive	1	2	3
•	taking care of a car	1	2	3
•	not having enough money for a new car or furniture	1	2	3

Add your own

- _____
- _____
- _____

Strategies

Find a partner – someone from the resettlement staff, a neighbor, friend or relative. Ask them how they handle difficult situations. Share your ideas, too.

Brainstorm — Adjusting Expectations

Some of your expectations will not be met. How will you react? What can you do when something turns out to be very different from what you expected? Make a list of suggestions for adjusting to unmet expectations.

_____	_____
_____	_____
_____	_____
_____	_____

Write or Draw

Have you changed any of your ideas at the end of Part 2? Draw a picture or write about your ideas now.

Trainers' Notes and Handouts

Part 3
Working in the U.S.A.

Part 3
Working in the U.S.A

PART 3

KNOWLEDGE

- One of the top priorities is finding a job. People find jobs through employment counselors, want ads, friends/relatives, help-wanted signs, Internet, etc. (Friend and family networks are important in the U.S., too.)
- Many refugees have to start with entry-level jobs, which are not the only jobs they will have in the U.S. On the job they learn more practical English, learn workplace behavior/culture, establish an employment history, and earn money. Many become skilled enough to apply for higher level jobs.
- English skills are important but are NOT necessary for all entry-level jobs. More important are qualities such as punctuality, reliability, willingness to learn, and willingness to do the job.
- People can study English during their off hours, in classes, with a tutor, or at library/home with books, tapes, computers, videos, etc. Of course, they learn English while on the job, too.
- Often both parents work—even women with small children often have to work in the U.S. Parents can use child care services or they can work alternate shifts. Day care is often available and refugee women can be trained as day care providers for their communities.
- Traditional clothing can sometimes be worn, as long as it will not cause safety problems, but sometimes a uniform is required. Women cannot be denied employment because of their headcovering (unless there would be a safety issue). Remind women who are committed to wearing traditional clothing that this should be discussed during the job interview.

SKILLS

- Reading job advertisements and postings
- Assessing job skills and interests
- Participating in an interview (verbal + non-verbal communication, plus personal presentation)
- Knowing how to turn a negative into a positive—"I have never worked in a hotel, but I have done housework all my life."
- Reading and negotiating work schedules
- Completing forms (job applications, tax forms, benefit applications, etc.)
- Identify safety signs and warnings commonly seen in workplaces
- Identifying education options and reading schedules for adult education (and ESL classes) offered throughout community

ATTITUDES

- ***All work is valuable.***

  Suggestion: Be willing to start at the bottom. Those with advanced, professional degrees might be able to find entry-level jobs in their field while they study on the side.

- ***Workplaces have a diversity of employees, customers, clients, etc.***

  Remind refugees that other people are also adjusting to working with different types of people (e.g., men and women working side by side, younger people supervising people who are older, people of different races working on the same team, etc.).

- ***Teamwork is valued in the U.S. workplace.***

  Suggestion: If refugees mingle with others in the workplace, they will not only be seen as "team players", but they will also learn English more easily.

Brainstorm

When you think of working in the U.S., what words come to mind? Brainstorm a list of words or draw pictures.

Compare/Contrast

What do you know about employment in your own country and in the U.S? In the boxes below, write a description or draw pictures related to finding a job in your country and in the U.S.

Finding a job in my country	Finding a job in the U.S.

Watch and Talk

Watch the video and put a check (√) in box when you see the picture on the video.

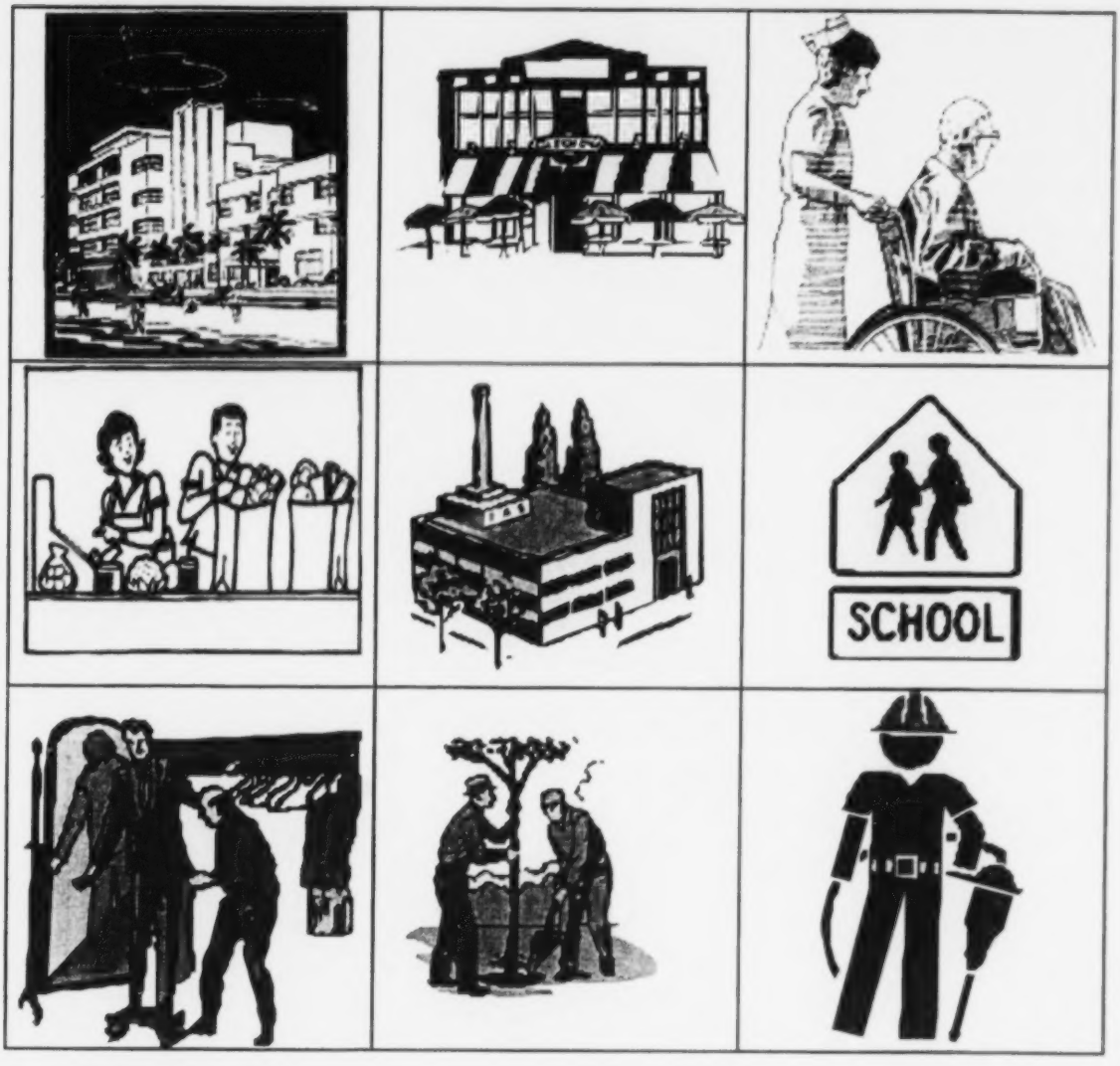
Talk about each picture – you can use these questions if you want.

1. What do you see?

2. Is this similar or different from what you see in your country?

3. How can you prepare yourself for something like what you see in this picture?

Match the Words
Look at the pictures and find the words. Write the correct English word in each box to identify the picture.



English	**Translation**
Construction	
Restaurant	
Supermarket	
Hotel	
Clothing store	
Hospital	
Garden or Park	
Factory	
School	

True or False

Read the statements below and circle True (T) or False (F). Try to change the false statements so they become true. If a sentence is true, try to give some additional information.

1. Refugees should start looking for a job as soon as possible. T F

2. It is easier to find a job if you are open-minded. T F

3. Refugees who come with professional degrees (e.g., doctors, engineers, teachers, etc.) often have to start with less-skilled jobs in the U.S. T F

4. Everyone is guaranteed a job in the U.S. T F

5. Work ethics and customs in the U.S. will be exactly the same as in all the other countries. T F

6. Men and women in the U.S. often work side-by-side. T F

7. Friends and relatives can help you find a job. T F

8. You can take a translator to help you apply and interview for a job. T F

9. Employers look for employees who are willing to start work right away and who have a positive attitude. T F

10. Family and friends can work in the same place. T F

Part 3: Working in the U.S.
HANDOUT 21

Multiple Choice

Read each sentence and circle the best answer (A-B-C) to complete the sentence.

1. Many refugees often start with _____ jobs in the U.S.
   A) high paying B) entry level C) neither A nor B

2. You _____ practice and improve your English while working.
   A) can B) cannot C) neither A nor B

3. In the U.S. it is common and _____ for both parents of small children to work outside the home.
   A) usually not necessary B) often necessary C) neither A nor B

4. Children are cared for at _____ or schools while their parents work.
   A) day care centers B) prisons C) neither A nor B

5. Childcare is usually _____, so sometimes one parent works in the day and the other parent works at night.
   A) inexpensive B) not free C) neither A nor B

6. Refugees and immigrants can get better jobs as their English and _____ improve.
   A) other skills B) hygiene C) neither A nor B

7. Working for the same company for _____ months will help you establish a work history in the U.S.
   A) two B) six C) neither A nor B

8. In time, most refugees are _____ to afford better housing, cars, and other desirable things.
   A) unable B) able C) neither A nor B

Opinions

We heard two refugees and one job developer talk about their experiences working in the U.S. Read what they said. What is difficult for each of them? What advice would you give to these refugees?

Name + Quote	Difficulty	Advice
Emir: "I was a doctor in my country. My first job in the U.S. was a nursing assistant. After 16 years as a doctor, it's very hard to receive an order from somebody who knows less than you."		
Jawad: "I started work last year, and I didn't speak English... I work in the mornings. I start at 8:00 to 4:30, and then I go to school. I start at 6:00, and I get home from school at 8:45."		
Abdirizak: "If refugees ask me to let them wait three months before they get a job, I tell them they should go to work and mingle with Americans and society. They can go to English classes at the same time. But if you go to English class for two hours and then go home without practice, you will not learn."		

Role Plays

Find a partner and role play one (or more) of the situations below.

A. Emir talking to nurse who is making a mistake.

B. Jawad talking to his new wife one night after school.

C. Abdirizak talking to a single Somali mother who has a three-year-old child.

D. Refugee asking supervisor for help understanding deductions on paycheck.

E. [Your own]

Adjustment

Below is a list of things you will probably experience while working in the U.S. What do you think about each activity? Do you think they will be very easy, okay, or difficult? Rate each activity.

Rating:

Very Easy	*1*
Okay	*2*
Difficult	*3*

•	wearing a uniform	1	2	3
•	doing manual labor	1	2	3
•	cleaning for other people	1	2	3
•	working with machines	1	2	3
•	working with no one who speaks your language	1	2	3
•	men and women working together	1	2	3
•	working for a female supervisor	1	2	3
•	working under someone younger than you	1	2	3
•	having a different schedule every week	1	2	3

Add your own

- _____
- _____

Strategies

Find a partner – someone from the resettlement staff, a neighbor, friend or relative. Ask them how they handle the difficult situations. Share your ideas, too.

Brainstorm — Important at Work

Prepare a list of 6 things that will be important for your job in the U.S.

_____ _____

_____ _____

_____ _____

Write or Draw

Have you changed any of your ideas about working at the end of Part 3? Draw a picture or write about your thoughts now.

Trainers' Notes and Handouts

Part 4
Education, Health Care, and Money Management

Part 4
Education, Health Care, and Money Management

PART 4

Education

KNOWLEDGE

- Public education is free in Grades K–12 (mandatory ages 6–16) for all children, regardless of gender, race, religion, ability, or social status. Higher education and private schools usually require payment.
- National standards/tests are used differently in the U.S. They measure trends and general achievement of groups rather than serve as entrance or exit requirements for individuals (except for SATs, GREs, TOEFL, etc.).
- School curriculum and management decisions are usually made at local and state levels rather than at a national level. Therefore, some schools will offer more ESL or bilingual classes than other schools, and different districts may have different course requirements and schedules. Likewise, school bus and transportation decisions are made locally.
- A child's immunization and medical records are required to enroll in school. Sponsor or resettlement staff should help with the enrollment process.
- Parental input in children's education is considered very important.
- Adults can study ESL through adult education (free or low tuition), community colleges, refugee programs, churches, community organizations, or with tutors.
- Education in the U.S. tends to be more participatory and interactive than in other countries. Using skills and solving problems are often stressed over the memorization of facts.

ATTITUDES

- ***Active participation in schools and classes is valued and often encouraged.***

  Examples:

  Schools in the U.S. may seem unstructured, with youth changing classrooms, not wearing uniforms, actively talking and moving within the classroom, taking elective courses, and mixing students with different skills and goals (e.g., academic and vocational students in the same classes, special needs students mainstreamed into regular classes, etc.).

  School discipline may be different from that in other countries (e.g., children are not hit in school). Although the teachers may be very encouraging and seem very friendly, they do have rules related to regular attendance/punctuality, homework, tests, grading, and respect for others. There are rules and expectations.

- ***Lifelong learning is encouraged for everyone.***

  Everyone can learn—even those with physical challenges and those who are older. Lifelong learning is encouraged for everyone.

SKILLS

- Completing paperwork and forms
- Asking and answering questions
- Seeking and providing clarification
- Reading instructions, texts, charts, graphs, maps, schedules, etc.
- Absence notes and communiques with teachers (e.g., permission slips, parents night, parent–teacher interview, etc.)

PART 4

Health Care

KNOWLEDGE

- All refugees will need another health screening during their first months in the U.S. so that local health providers know about any problems or special needs
- U.S. medical practice is based on scientific knowledge and often relies on test analyses, medications, and procedures. If a refugee is using an alternative medical practice, he/she should inform the health care provider. Patients should follow health providers instructions' (note importance of trained interpreters).
- RMA (Refugee Medical Assistance) is usually available for the first eight months. However, if refugees are offered health insurance on the job, they should consider accepting the job benefit—even though there may be a pay deduction. Usually, if someone does not take the health insurance when first offered, they will not have the option to join until much later—sometimes they must wait for one full year (and no one wants to be without health coverage).
- Health insurance does not cover all expenses. People might have to make a co-payment or meet a deductible. They may have to cover their own dental and eye care expenses.
- Health care is mostly privatized in the U.S. and the costs can be very high. Insurance is essential. Most states offer some sort of children's health insurance program (CHIP) for children in low-income families
- Most routine health care is provided in clinics, health centers, or private offices. Refugees should go to the emergency room only for life-threatening emergencies.
- In a life-threatening situation, call 911 (or local emergency number) for medical rescue (ambulance). No one can be denied care in a life-threatening situation, even if they do not have money or insurance.
- If a health provider receives any federal funding (as many community clinics do), they are obliged to provide a translator.

ATTITUDES

- ***Health matters are considered private and confidential***

  Therefore, although refugees may feel more comfortable with a family member helping to translate, it is not always the best approach since they are not trained in the very special language of medical care. It can be extremely difficult for a youth or close family member to have to translate delicate information (i.e., talk about culturally taboo topics)

- ***In general, many Americans believe they have some control over their lives.***

  Therefore, people have the responsibility to take care of themselves through exercise, a balanced diet, sufficient sleep, drinking alcoholic beverages in moderation, not smoking, and being safety conscious (e.g., using seat belts, smoke alarms, appropriate cooking devices, etc.). People are encouraged to practice "preventive medicine" rather than waiting until they are very sick.

SKILLS

- Identify parts of the body and describe pains/ailments.
- Make an emergency phone call (know local emergency number and be able to give address and phone number—do not hang up so the line can be traced especially if the caller has limited English skills).
- Complete paperwork (medical history forms, insurance forms, etc.).
- Read and accurately interpret medical labels and warnings (for over-the-counter and prescription medications).

PART 4

Money Management

KNOWLEDGE

- Many things are very expensive in the U.S.—housing, health care, and transportation—and entry level salaries are often limited. Budget for essentials first (rent, food, utilities, and transportation) before buying other things.
- Prices are usually fixed, but most people bargain when buying a car and at yard sales and flea markets.
- Buying on credit (using credit cards) is very tempting in a consumer society. The unpaid amount each month is charged interest, which compounds on all your future purchases.
- It's important to establish a good credit history. Because homes, university education, and cars are expensive, most people need credit. If refugees do not make regular payments on their travel loan, they might be reported to the credit bureau, which could give them a bad credit rating. A small regular payment on your travel loan is better than missing a payment. (Note: there are some Muslim banks in the U.S. which respect the Muslim practices regarding interest—even housing loans can be negotiated electronically with banks in other cities)
- There are lots of ways to save money when shopping (e.g., looking for sales, carefully comparing unit prices, and shopping at thrift, discount, and second-hand stores and at yard sales/flea markets).
- Many cities already have "ethnic enclaves" where refugees can find special foods and services. For example, most large cities do have Asian and Latino stores as well as Kosher/Halal markets.

ATTITUDES

- ***Getting a bargain is usually something to be proud of.***

  Therefore, there is no stigma attached to buying used goods or items on sale. Some people believe it's a good form of recycling. Many people enjoy buying old things and fixing them up.

SKILLS

- Reading price tags and labels (unit price and quality)
- Comparing prices in stores and in advertisements
- Sight reading signs such as sale, clearance, reduced, mark down, 25% off, etc.
- Categorizing items as NEEDS versus WANTS before making purchases
- Completing forms to open saving and checking accounts at banks
- Using checks/purchase orders to make payments

Brainstorm

There are many people who can and will help you adjust to life in the U.S. Who do you think can help you? Brainstorm a list of people.

Compare/Contrast

What do you know about education, health care, and shopping in your own country and in the U.S? In the boxes below, write a description or draw a picture related to education, health care, and shopping in your country and in the U.S.

Education in my country	**Education in the U.S.**
Health care in my country	**Health care in the U.S.**
Shopping my country	**Shopping in the U.S.**

Watch and Talk

Watch the video and put a check (√) in box when you see the picture on the video.

Talk about each picture – you can use these questions if you want ?

1. What do you see?
2. Is it similar or different from what you see in your country?
3. How can you prepare yourself for something like what you see in the picture?

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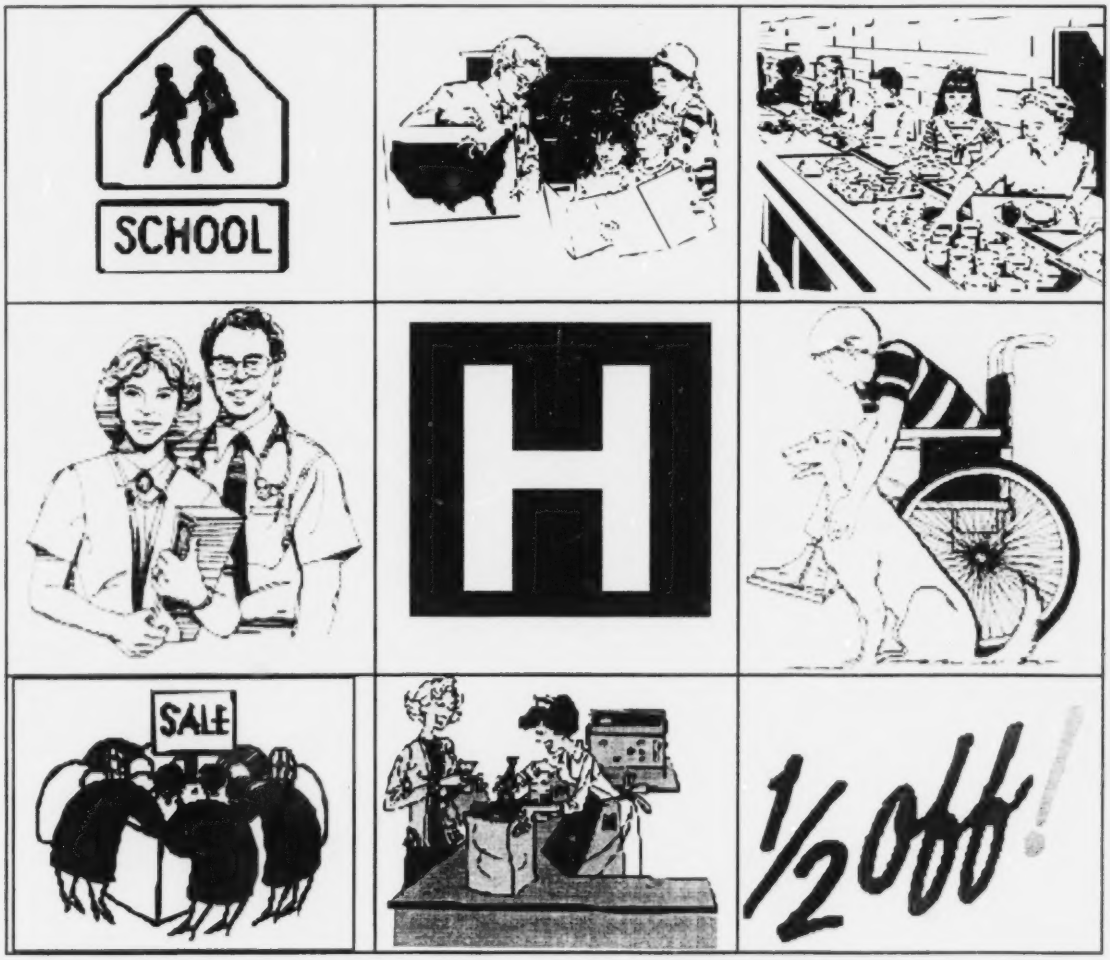
Match the Words

Look at the pictures and find the words. Write the correct English word in each box to identify the picture.



English	Translation
Cafeteria	
School	
Class	
Disabled	
Doctors	
Hospital	
Sale	
Cashier	
50% off	

True or False — Education

Read the statements below and circle True (T) or False (F). Try to change the false statements so they become true. If a sentence is true, try to give additional information.

1. Education is accessible to everyone regardless of race, age, religion, or social status. T F

2. Most adults in the U.S. can afford to quit their jobs to study full time. T F

3. English language skills are important for advancing on the job. T F

4. Many communities offer free ESL classes during the day and evening. T F

5. Adults can also learn skills at community colleges or vocational schools, but there is usually a fee for these classes. T F

6. Public schools in the U.S. are expensive. T F

7. Boys and girls between ages 6 and 16 are required to attend school. T F

8. Most schools will request immunization records to enroll children for school. T F

9. Teachers in U.S. schools expect children to listen and be quiet all the time. T F

10. Many refugee children do well in school and adjust fairly quickly. T F

True or False — Health

Read the statements below and circle True (T) or False (F). Try to change the false statements so they become true. If a sentence is true, try to give additional information.

1. If you had a medical examination overseas, you will not need to have another health screening after you arrive in the U.S. T F

2. Your initial refugee health screening in the U.S. is free. T F

3. In the U.S., all healthcare is provided by the federal government. T F

4. Employer-provided health insurance always pays for 100% of your health care, including dental bills. T F

5. The resettlement agency or friends can help you find a doctor. T F

6. When you go to a doctor or clinic, you only have to tell them your name and show your medical card. It's very easy. T F

7. Usually both the employer and the employee pay a portion of the monthly cost for health insurance. T F

8. If you don't have insurance or money, you will not receive medical care in a life-threatening situation. T F

Multiple Choice — Money Management

Read the sentence and circle the best answer (A-B-C-D) to complete the sentence.

1. You can save money by looking for sales and shopping at _____.
   A) thrift shops B) yard sales
   C) discount stores D) all the above

2. It is _____ to buy quality goods at bargain prices.
   A) illegal B) shameful
   C) popular D) all the above

3. Buying "on credit" is _____.
   A) sinful B) popular
   C) illegal D) all of the above

4. If you buy something "on credit" and don't pay the entire amount with the first bill, the credit card company will add _____ to the purchase price.
   A) a penalty B) interest
   C) 50% D) all of the above

5. The safest place to save money is in _____.
   A) the refrigerator B) a bank
   C) your bedroom D) all of the above

6. If you do not pay your IOM travel loan, you might _____.
   A) get a bad credit history B) not be able to get a loan
   C) have trouble buying a house D) all of the above

7. Basic living necessities include rent, utilities, food, and _____.
   A) the latest fashions B) high tech equipment
   C) transportation D) all of the above

Opinions

We heard four refugees talking about some of their difficulties adjusting to U.S. systems. Read what they said. What advice is each person offering?

Refugee + Quote	What advice is he/she offering?
Emir: "The medical system in the U.S. is very frustrating for a refugee. They require a lot of paperwork. For just simple things we need to fill out papers. But we can't change American rules. We need to change ourselves."	
Irina: "Sometimes it's hard to understand the medical coverage. It's hard to read the big book. We have a good helper at work and sometimes she calls the insurance company and explains what I need."	
Emira: "We didn't have enough money for our family. So we only bought things for our children and things that we really needed."	
Abdul: "When you fill out a credit application, they will check your IOM travel loan. If you haven't paid, it will show up on your credit report. Then you will not be able to buy a car or house or anything else on credit."	

Role Plays

Find a partner and role play one (or more) of the situations below.

A. Emir helping a new refugee complete a medical history form at a U.S. clinic.

B. Irina asking someone why she has to pay $10 even though she has insurance.

C. Emira explaining to her children that they cannot buy a new toy seen on TV.

D. Refugee calling the credit company to ask why he/she has a bad credit report.

E. [Your own]

Adjustment

Below is a list of things you will probably experience when you move to the U.S. What do you think about each activity? Do you think they will be very easy, okay, or difficult? Rate each activity.

Rating:

Very Easy *1*
Okay *2*
Difficult *3*

Education

• Learning English	1	2	3
• Registering children for school	1	2	3
• Seeing young people adapt to U.S. customs quickly and easily	1	2	3

Health

• Visiting with a male doctor/Visiting with a female doctor	1	2	3
• Being examined by a doctor alone	1	2	3
• Seeing lots of machines used with patients	1	2	3

Money Management

• Buying used ("second-hand") items	1	2	3
• Reading signs and prices	1	2	3
• Paying your IOM travel loan	1	2	3
• Saving money	1	2	3

Add your own.

- _____
- _____
- _____

Strategies

Find a partner – someone from the resettlement staff, a neighbor, friend, or relative. Ask them how they handle difficult situations. Share your ideas, too.

Brainstorm — Keeping Healthy and Saving Money

Almost everyone wants to stay healthy and save money. Brainstorm a list of things you can do to stay healthy and to save money:

Keep Healthy	***Save Money***
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Write or Draw

Have you changed any of your ideas about education, health care, or money management at the end of Part 4? Draw pictures or write about your thoughts now.

Trainers' Notes and Handouts

Part 5
Cultural Adjustment and the Rights and Responsibilities of Refugees

Part 5
Cultural Adjustment and the Rights and Responsibilities of Refugees

PART 5

KNOWLEDGE

- Strong feelings are a natural part of the immigration process. Feelings of anxiety and frustration usually diminish over time.
- Everyone has the freedom to express their ideas/opinions and can follow the religion of choice. Many large communities will have various churches, temples, mosques, etc. Laws protect everyone, regardless of race, religion, gender, ethnic background, citizenship, or social status. The role of the police in the U.S. is to assist and protect all people.
- Laws in the U.S. may be similar or very different from laws in one's home country. Examples are smoking in public, drinking and driving, use of child safety seats and seatbelts, treatment of spouse and children (disciplining), acceptable comments/touching in the workplace and schools, female genital mutilation, age of consent for sexual relations, and the purchase, sale, and use of narcotics and controlled substances.
- Refugees (with I-94) have the right to reside permanently in the U.S. They can buy property, work, attend school, and travel within the U.S. If it is necessary to travel outside the U.S. during the first year, refugees can apply for a "Refugee Travel Document" from INS before they travel.
- After living in the U.S. for one year, refugees can become permanent residents ("adjustment of status"), which will allow them to travel abroad, serve in the U.S. military and accept some U.S. government jobs. Local resettlement agencies may also offer assistance with adjustment of status applications.
- After living in the U.S. for 5 years (only 3 years if married to a U.S. citizen), permanent residents can take the test to become naturalized U.S. citizens, who will have the same rights and privileges of people born in the U.S., and, of course, the responsibility to vote.

ATTITUDES

- ***Many people appreciate the multicultural nature of U.S. communities.***

  Therefore, learning about U.S. culture does not mean giving up all the aspects of one's own culture. In fact, there is a trend toward heritage maintenance in which many community-based organizations and Mutual Assistance Associations (MAAs) are involved.

  Learn about other cultures by listening, observing, reading, conversing, studying, etc. It's an ongoing process. And many people in the U.S. may not know much about other countries. Help refugees seize the opportunity to share information about their countries and cultures.

- ***Things are often very different from what people expect.***

  Remind the refugees that they may have learned quite a bit about the U.S. in their countries, but they will most likely find many aspects to be quite different from what they had expected. At times, refugees may find themselves in situations that seem like "a vicious circle" or a "Catch 22," which will test their patience and frustration levels. As they seek solutions, maintaining composure and a positive attitude are essential.

  Check perceptions frequently by asking for clarification and shared meaning. Making assumptions when people come from such different cultural backgrounds can be very dangerous. For example, if a refugee child starts to seem disrespectful by making eye contact and asking questions, remember that the child is being encouraged to do so within the U.S. school system. Just as a child learns when to use each language, he/she can learn when to use different behaviors.

(**Attitudes** *continues on the next page.*)

ATTITUDES (continued)

- ***Roles are continually changing in U.S. homes and workplaces.***

  Remember: Shifting roles (age/gender) or "loss of face" can cause a certain amount of stress. Examples might be a wife working (earlier or earning more), young adults getting jobs before their parents, children adapting more easily than parents, or having to work in a job of lesser status, etc. Discuss the value of learning new ways to discipline and treat family members.

- ***Self-reliance is a valuable trait in the U.S.***

  Suggestion: Discuss how people can demonstrate self-reliance and how important it is for survival and adapting to life in the U.S. Share refugee quotes: "It's what you make of it." "Everything depends on you."

SKILLS

- Reading signs of all types
- Knowing where and how to seek advice, guidance, or counseling
- Talking to the police in various situations
- Knowing how to describe and talk about one's native country in English (e.g., prepare a 1-3 minute speech/video about one's country)
- Completing INS forms and other legal documents

Brainstorm

Where are you from? _____.
Draw pictures or use words to describe who you are as a person. What things about your culture make you special? What aspects of your culture are very important to you?

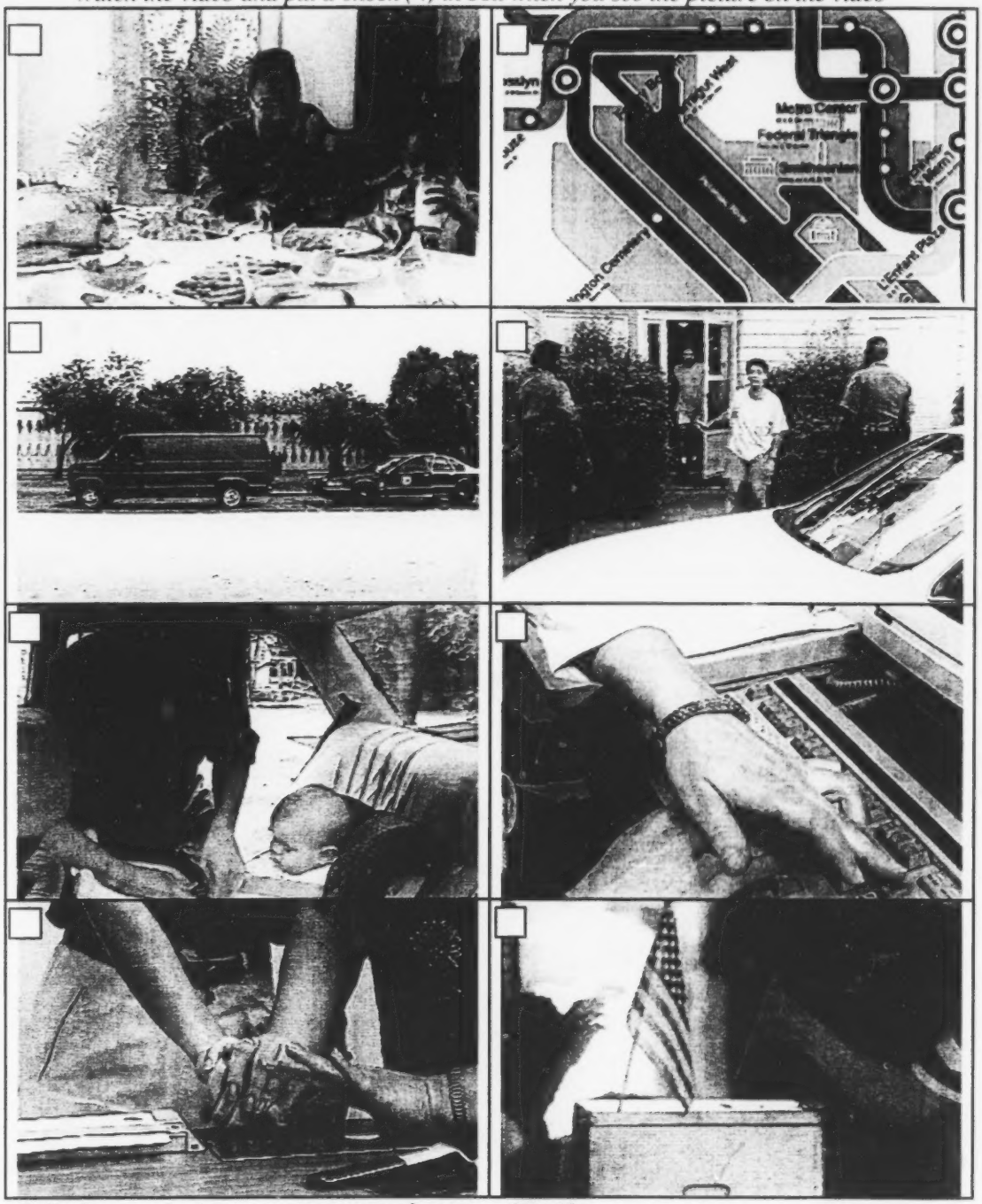
Compare/Contrast

When you are in the U.S., you will want to tell people about your country. What will you tell them? Make a list or draw pictures about your country.

Things that people <u>can</u> see, feel, hear, smell, taste, touch in my country (examples: plants, food, buildings, clothing, shops, music, markets, art, etc.)	**Things that people <u>cannot</u> see, feel, hear, taste, or touch, but are very important values for my people** (examples: faith, family, time, honesty, etc.)

Watch and Talk

Watch the video and put a check (√) in box when you see the picture on the video



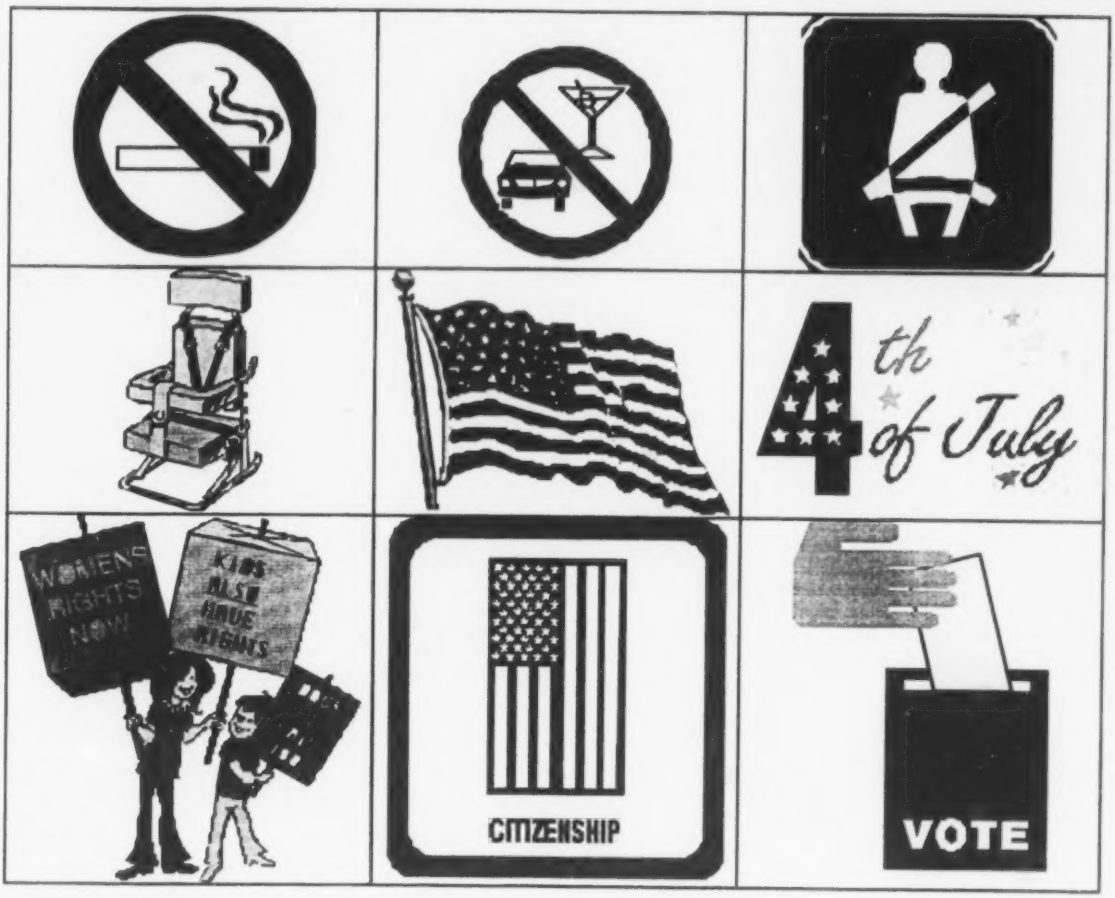
Talk about each picture – you can use these questions if you want

1. What do you see?
2. Is it similar or different from what you see in your country?
3. How can you prepare yourself for something like what you see in the picture?

BEST COPY AVAILABLE

Match the Words

Look at the pictures and find the words. Write the correct English word in each box to identify the picture.



English	Translation
No Smoking	
Child Safety Seat	
Use Seat Belt	
Don't Drink and Drive	
Right to express your opinions	
U.S. Holiday	
U.S. Citizen	
Vote	
U.S. Flag	

BEST COPY AVAILABLE

True or False

Read the statements below and circle True (T) or False (F). Try to change the false statements so they become true. If a sentence is true, try to give more information.

1. To adjust to life in the U.S., you must give up all aspects of your culture. T F

2. It's normal to have feelings of anxiety or frustration in a new country. T F

3. Everyone adjusts in the same way and at the same pace. T F

4. Laws in the U.S. protect everyone regardless of race, ethnicity, and religion. T F

5. The laws in your country and the U.S. will be exactly the same. T F

6. Smoking is generally permitted in public places. T F

7. In the U.S., it's okay to beat your spouse/child in your home. T F

8. State laws might require special care for babies and small children. They may require seatbelts, too. T F

9. If you drive under the influence of drugs or alcohol, you might have to pay a fine, lose your license, or be put in jail. T F

10. Sexual relations with minors (generally under age 18) is illegal in the U.S. T F

11. Your resettlement agency is obligated to help you solve legal problems with the police or courts. T F

12. Being convicted of a crime might effect your ability to become a citizen. T F

Multiple Choice

Read the sentences and circle the best answer (A-B-C) to complete the sentence.

1. Refugee status allows you to live in the U.S. _____.
   A) permanently B) temporarily C) both A + B

2. Refugees enjoy the same rights and restrictions as Americans. For example, you can express your ideas, buy property, and _____.
   A) attend school B) be employed C) both A + B

3. During your first year in the U.S. (with refugee status), you cannot _____ unless you get permission to return to the U.S.
   A) travel inside the U.S. B) travel outside the U.S. C) both A + B

4. Refugees can become permanent residents after _____.
   A) one year B) six months C) both A + B

5. After you become a permanent resident, you can _____.
   A) travel outside the U.S. B) join the military C) both A + B

6. Refugees can become U.S. citizens after _____.
   A) one year B) five years C) both A + B

7. After you become a citizen, you can also _____.
   A) vote B) be a government employee C) both A + B

8. Resettlement is a _____ that requires dedication, hard work, patience, self-reliance, and a desire to become independent.
   A) long process B) quick and easy task C) both A + B

Opinions

We heard several refugees talk about the difficulties in the beginning. Look at what they said. What is the cultural message they learned. Add your own quote with a cultural message for other refugees.

Name + Quote	Cultural Message
Julian: "The first difficulty was transportation. People told me I needed a car, but I didn't have a job so I had no money. The other difficulty was my age. My daughter and son-in-law found jobs before I did."	
Hien: "Since I came to the U.S., I only thought about my children's future so I accept any job to start. Just thinking about the future of the children made me happy. Now they're grown and one has a degree so I think I made it."	
Abdul: "The beginning is always going to be hard until you get adjusted. But once you spend a while in the country, you will find out that there are many opportunities open for you."	
You:	

Role Plays

Find a partner and role play one (or more) of the situations below.

A. Julian talking to his caseworker about doing physical work at his age.

B. Hein talking to one of her children who doesn't like school in the U.S.

C. Refugee explaining to the police that he/she has left his/her license at home.

D. Refugee asking an American friend for help in adjusting his/her status.

E. [Your own]

Part 5: Cultural Adjustment and Rights and Responsibilities
HANDOUT 40

Adjustment

Below is a list of things you will probably experience as you adjust to the culture and the rights and responsibilities of people living in the U.S. What do you think about each activity? Do you think they will be very easy, okay, or difficult? Rate each activity.

Rating:

Very Easy	*1*
Okay	*2*
Difficult	*3*

• Seeing snow	1	2	3
• Celebrating holidays in the U.S.	1	2	3
• Getting around/transportation	1	2	3
• Talking to police	1	2	3
• Disciplining children	1	2	3
• Not smoking in public buildings	1	2	3

Rights and Responsibilities

• Understanding the concept that all people are equal	1	2	3
• Not being able to travel outside the U.S. the first year (unless you have permission)	1	2	3
• Becoming a U.S. citizen	1	2	3

Add your own.

- _____
- _____

Strategies

Find a partner – someone from the resettlement staff, a neighbor, friend, or relative. Ask them how they handle the difficult situations. Share your ideas, too.

Brainstorming — Values and Customs to Save

Make a list of values and customs from your country that you will keep with you. Will you share these values and customs? With whom? How?

Values/Customs	Share with whom	How to share

Write or Draw

Have you changed any of your ideas about adjusting to life in the U.S. at the end of Part 5? Draw a picture or write about your thoughts now.

Expansions for CO Training in the U.S.

CO Training in the United States

CO training in the United States becomes not only Cultural Orientation, but also "Community Orientation." The Welcome Video can be used again in the United States so that refugees can compare the general information provided with the specifics for their community. For example, is the local terrain and climate similar to what is shown in the opening? Is there a subway or other form of public transportation? What are the names of local thrift shops or discount stores?

In the United States, trainers have more opportunities for making the information "real" and for developing skills such as reading a local map or budgeting. Trainers can also work with local ESL teachers and volunteers to reinforce the culture notes with the language. U.S. trainers can use many of the Post-Viewing activities listed in the beginning of the Notebook, and they can continue to reinforce and recycle with some of the following activities:

- Projects
- Field Trips
- Guest Speakers

Projects

For many people, it is by actually doing something that they are able to internalize and learn. There is an incredible power in going through the process of deciding on a project, outlining the tasks and responsibilities, gathering information and supplies, creating something, making adjustments and revisions, and finally presenting the project to others. When working on a project, the people involved usually take more ownership and responsibility for their learning. They also are working in groups, thereby developing their teamwork skills—something very important in the U.S. workplace. Refugee projects may include any of the following:

- Design posters about some aspect of their home culture or the host culture. Prepare a slide presentation about their new community (e.g., slides that could be used in overseas orientation and for new arrivals).
- Host an ethnic appreciation event, such as an international day or festival, fashion show with home country dress, talent or dance shows, a bulletin board or showcase in a public library, etc.
- Design a local refugee Web site.
- Create a weekly public radio show with selected topics and let listeners call in with comments/questions.
- Prepare a book or newsletter.

- Research and compile a Community Service Directory for refugees and immigrants.

- Conduct research and prepare a report or visual presentation comparing various community services or issues of concern. For example, research safety or crime rates in different neighborhoods, training options and costs, insurance rates, etc.

- Form a Cooperative Group in which the members are committed to helping one another. For example, refugees living in an apartment complex might form a neighborhood watch with help from the local police. Other cooperatives might be formed to offer child-care or translation services or even to begin a microcredit circle.

Field Trips

Learning about the United States would not be complete within the confines of an office or classroom. Refugees need structured experiences outside the classroom/in the community (i.e., field trips). Of course, the refugees will experience many resettlement scenarios on their own, but in the beginning it is beneficial to actually visit places with other refugees and a trainer (staff or volunteer). By going places together, they have the opportunity to ask questions immediately, and the trainer can help them focus on essentials. For example, we can talk about U.S. laws and the police in the classroom, and then we can visit a local police station to actually see the range of activities and services. Refugees need to meet police (see Guest Speakers) so they can learn how the role and behavior of police in the United States is often very different from that of the police in other countries. Another example would be related to employment training—we can watch the video and talk about jobs, but it only really starts to make sense when refugees can actually visit a workplace and see how people dress and interact as well as the conditions and the pace of work.

Field Trips take advanced planning so the trainer and/or the staff at the site can prepare an appropriate activity for new arrivals with limited English skills. And of course, all field trips should be followed up with some type of assessment of the trip—usefulness, ease, clarity, importance, etc.

Guest Speakers

It's not always practical to take refugees out into the community, but we can bring the community into our program by inviting guests from local services to speak about issues relevant to the immigrant community. For example, health programs and schools often seek the opportunity to provide education outreach to refugees and immigrants. Probably the most critical issue in planning for a guest speaker is translation. First, give the guest speaker some tips on pacing and pausing for the translator(s). If more than one language group is in attendance, you will need plenty of space so the translators can speak in small clusters without interrupting the other language translators.

Often our guest speakers have limited time and will want to share lots of information. However, trainers have found that too much information presented at one session may be more overwhelming than helpful. Try to get speakers who will interact with the refugees and who will help them feel comfortable accessing their services later. K.I.S.S. (Keep it short and sweet.)

Activity Ideas

ACTIVITY IDEAS for Part I

Activity	*Ideas*
Brainstorm	If appropriate (and after all the words are elicited), ask why a refugee might have positive, negative, or ambivalent feelings.
Imagery	Conduct a visualization wherein the participants are asked to "let go" of the places, things, and people who will not be traveling with them to the U.S.—and strategies for reconnecting later.
Compare/Contrast	• Long distance travel by plane to bus/train • Groups can list five adjectives to describe people from their country and people from the U.S. (later can be used to distinguish stereotypes/myths)
Frame Questions and Predict Answers	Example: Q: Who will meet me (us) at the airport in _____? A: A representative of the resettlement agency. My (Our) family. Sponsor.
Watch and Talk	Discussions might include • general process for medical visit; male/female doctors with female/male patients; right to a translator (reasons not to rely on a family member) • importance of making payments for future credit history; signing contracts and who is responsible; importance of seeking clarification (it's okay to ask lots of questions) • different forms of food stamps (vouchers or electronic debit cards are state specific); eligibility differs by state; WIC; what can/cannot be purchased with food stamps; how other people might perceive refugees receiving food stamps • having only a few things in the beginning; used furniture and clothing; making the best of "ugly stuff"; asking for help and helping others later • refugees not obliged to attend services of their sponsor; seek others who may practice your religion in town
Match the Words	Bring real items to training.
True or False	Review resettlement agency responsibilities. If appropriate, discuss how different services may be given to free versus family cases, or why some refugees may seem to receive more (e.g., Match Grant cases).

Multiple Choice

- Review types of public assistance and cultural perceptions (note self-reliance and rights vs. privileges); accepting vs. expecting help; (in the U.S. focus on local phone numbers and addresses for services and emergencies)
- Emergency hint: DO NOT hang up, so that the emergency operator can locate the address through the open phone line.

Sequencing

Samples: Put the following in the order they will occur.

- plane lands, show INS officer the documents in IOM bag, meet your sponsor, fly over water, pick up your luggage
- start job, apply for social security card, enroll children in school, get immunizations
- give your name and address; dial 911; say "Emergency, I need an ambulance"; go to hospital; wait for ambulance

Cloze

Sample:

"The United States of America…
a land of diverse regions and changing _____…
made up of people with _____ ethnic and racial backgrounds…
yet, we are _____ nation."

Opinions Role Plays

- Discuss reasons and limitations for each role play.
- Have participants create more role plays.
- Develop role plays into skits or critical incidents.

Adjustment Strategies

- Making sentences, "I'm excited about …." and "I'm afraid of …."
- Offering advice—"If you are afraid of _____, you can _____."
- Set up simulations of the airport/plane/resettlement office.

Brainstorm/List How to Learn English

Examples:

reading books (children's, textbooks, dictionaries); reading magazines and newspapers; reading and copying environmental print (labels/signs); listening to tapes and radio; watching TV and movies; finding a tutor; going to classes; volunteering to help in child's classroom; going to the library; keeping a learning log; making flashcards or your own dictionary; and asking lots of questions

Write or Draw

Write or draw three most important points they learned during Part 1.

Critical Incidents

Ideas…to develop into critical incidents

- No one meets them at transit airport or final destination.
- The INS officer seems mad and is asking for something.
- Lost IOM bag or some document that was in the bag.
- No one from the resettlement agency really speaks my language.
- Someone is sick when we arrive.
- The housing is too small for the size of my family.
- Hearing police sirens during the first night in the U.S.
- Child is afraid to be separated from mother/father/sibling.

Debates

Ideas…

- Starting to work within 1-2 months versus studying for 6 months
- Staying in the resettlement site for a few months versus moving right away to a town where other refugee friends have gone
- Staying home to rest and feel safe versus getting out and exploring

Projects

Suggestions…

- Guess what documents will be in IOM bag and then check prediction with a sample bag.
- Create a family tree (in print, with photos, draw, etc.).
- Create a family notebook including names, birthdates and places, years of education/employment, salient health events, special talents or needs.
- Prepare a map or collage of your country so that you can show and talk about your country in the U.S.

Field Trips

Suggestions…

- Take public transport with sponsor, volunteer or case manager.
- Go shopping for food, clothes, toiletries.
- Visit a refugee health clinic and emergency room (compare).

ACTIVITY IDEAS for PART 2

Activity	*Ideas*
Brainstorm	• What 10 things would an American need in your country? • In the U.S., guess the percent of "take-home pay" people pay for housing and transportation in "X" community.
Imagery	Conduct a visualization of a basic apartment, noting the essential things you will find.
Compare/Contrast	• Advantages and disadvantages of renting a nice but more expensive apartment/ townhouse • Advantages and disadvantages of owning a car versus public transportation
Frame Questions and Predict Answers	Examples: Q: When will I have to pay my own rent? A: You might have to pay rent starting the second, third, or fourth month. Q: Can I buy a car right away? A: You might consider other options in the beginning.
Watch and Talk	• Make a list of things that are usually in a house and then determine which ones are "needs" and which ones are "wants" (a simplified decision-making strategy). • Fill out sample forms (applications). • List the steps to getting a license or for riding local buses. • In the U.S., compare advertisements • In the U.S., gather local information on costs (car versus public transportation; car insurance, oil change, gas, new tires, battery, etc.).
Match the Words	In the U.S., bring local advertisements, signs, and realia.
True or False	Provide a simplified lease highlighting key conditions. Discuss what might happen if someone did not comply with the terms of the lease.
Multiple Choice	Prepare "pro and con" list for using public transportation versus owning a car.
Sequencing	Sample: Put the following in the order they will probably occur. • move to another apartment, work 6-9 months, get job, children on summer vacation, notify landlord about leaving • take driving test, study driving rules, take driving lessons, take vision test, take written test of rules, get license

Cloze

Sample:

"Before they came to America they thought their house would be very large and beautiful. But, it looks _____ _____ than they thought. And the furniture is just _____. Sometimes they are _____ because their relative sent nice photos. We explain to them that later when they are working they can have _____ they can afford."

Opinions Role Plays

- Compare edited script to what refugees actually said on the tape and then discuss the importance of communicative competence (being understood).
- Develop role plays into skits or critical incidents.
- Role play an interview with one of the speakers to gather more information about his/her initial experience in the U.S.
- In the U.S., orally describe or draw pictures of your initial housing situation. (Prepare a cassette tape description or a package to send to overseas trainers.)
- In the U.S., orally describe the public transportation system in your town. (Prepare cassette tape or package to send to overseas trainers.)

Adjustment Strategies

- Learn strategies to state problems ("I don't know how to…," "I hate ...," "I can't stand …," "I wish I knew how to…," etc.) and discuss how words chosen may influence the response.
- Give advice or make suggestions related to problems stated above ("Why don't you…," "You can…," "Have you …," "You need to …," etc.).

Brainstorm Adjusting expectations

Examples:

get angry, complain/vent, accept something as a learning experience, write in journal, talk with a trusted friend, get depressed, change eating/smoking/drinking/sleeping habits, get more information so you can understand the situation, deny the unmet expectation, shrug it off, keep busy, etc.

Write or Draw

Describe your current situation. How do you live now, and how do you think you will live next year?

Critical Incidents

Ideas… to develop into critical incidents

- There is an unpleasant smell in the housing complex.
- Different ethnic groups are clashing in the public areas.
- A refugee did not give notice and just started moving out. Manager demanded that refugee pay for next month's rent, but refugee used all the money to make deposit on new apartment.
- You had a car accident while learning to drive.
- You arrive late to work because you missed your bus stop and had to wait 20 minutes for the next bus.

Visualizing

In the U.S., close your eyes and think of your bus trip to and from work. What do other people do on the bus? What could you do to use that time… would you read, study, plan something, nap, talk to another passenger, etc.? Visualize this commuting time as your special time.

Debating

Ideas…

- Should teenagers drive? What should be the penalty for drinking while intoxicated (first time/second time)?

In the U.S.

Projects

Suggestions…

- Conduct a survey of neighborhood safety.
- Create a display (showcase/bulletin board) showing how houses in refugee countries vary.
- Research and design a comparison chart of two different apartment complexes (or comparing time/expenses of using public transport versus time/expenses of owning a car).

Field Trips

Suggestions…

- Use maps and schedules to select a destination, date, and time to take field trip.
- Attend a town meeting related to public transportation or "low-income housing" concerns.

Guest Speakers

Ideas…

- Invite someone from the local housing authority or legal services to discuss landlord/tenant rights and responsibilities.
- Have three or four complex managers speak about their expectations and ways for the immigrant community to work effectively with landlords/managers.
- Invite refugees with special stories (funny or critical incidents) related to housing or transportation to speak to the new arrivals.

ACTIVITY IDEAS for PART 3

Activity	*Ideas*
Brainstorm	• Prepare list or draw pictures of skills you have (e.g., include basic adult lifeskills such as sewing, cooking, fixing tools, planting, fishing, helping children, driving, painting, cleaning, etc.). • Categorize jobs and skills (e.g., inside/outside, alone/with people, with machines/with computer, easy/difficult, etc.).
Imagery	Conduct a visualization in which the refugees see themselves as capable people—being productive in their homes, communities, jobs, schools, etc. Have them remember a very successful time when they felt proud of their work—what had they done and what skills did they use?
Compare/Contrast	• If refugees have identified their skills, complete a chart of how and where they used the skills in other countries and how and where they could use the skills in the U.S. • Compare qualities that are needed/desirable in their native country versus those needed/desirable in the U.S. (e.g., having specific school-based training for job versus having learned the skills through life and other jobs)
Frame Questions and Predict Answers	Examples: Q: If I was a doctor in my country, can I practice medicine here? A: To practice medicine in the U.S., you will probably have to study more, take a special test and maybe even do another residency program. A: In the beginning, you might work for a health-related company and study at night. Q: Can I study English for a few months before I look for a job? A: It's better to start working soon and study English during your free time.
Watch and Talk	Discussions might include • Types of jobs seen on the video. What did you see the people doing? What skills did they have? Were people wearing uniforms or other protective items such as gloves/hairnets? Was anyone wearing traditional clothing in the workplace? Did you see anything that surprised or shocked you? • Strategies for professionals (e.g., computer programmer working as assembler or doctor working in a laboratory while studying to be recertified). Prepare job ladders to show how professionals can enter low and move up with time and training. Discuss handling the loss of status and transitioning careers. • The value of lifelong learning — learning new job-seeking skills; attending work orientation or work-related ESL classes.

- Learning on the job through demonstration. How would you feel if you were being supervised by someone younger or of different race/gender? How would you feel if someone touched you to show you how to do something?
- Discuss value of work—even physical work. Note all the different types of clothing worn—casual shorts, uniforms, suits, etc. Also note that family members can and do work for the same company, but often in different departments.
- Both parents can work if they alternate schedules so that one or the other is at home/available for the children. Men can share responsibilities in the home.

Match the Words

Identify jobs that might be available in each workplace and the skills that would be needed for the jobs.

True or False

A positive attitude is helpful. How can refugees demonstrate a positive attitude?

Multiple Choice

Identify the advantages of starting to work soon after arrival.

Sequencing

Sample: Put the following in the order they would occur…

get a raise, interview for job, complete health benefit forms, get drug test, participate in on-the-job training, get hired, have a six-month performance review (note: some jobs require a drug test prior to hiring or beginning work)

Cloze

Sample:

"In the United States, being employed is highly valued. Therefore, finding a _____ is one of the most important priorities for newly arrived _____. Getting that first job can take as little as a few _____ or as much as several _____, so it is important to start looking for a job _____ _____."

Opinions Role Plays

Roleplay a job interview with someone of the opposite gender or with someone older/younger.

In the U.S., prepare what you would say or write to another refugee who is thinking about applying for resettlement in the U.S.A. What will you tell him/her about working in the U.S.? What will be easy and what will be difficult? What advice would you give to other refugees overseas?

Adjustment Strategies

- Practice making sentences with expressions such as "I wouldn't mind…," "I don't think I could…."
- In the U.S., prepare a panel discussion about working in the U.S. from the perspective of refugees and then have a short time for questions and answers. Tape the panel discussion and Q&As. (Consider sending cassette tape to overseas processing centers.)

Brainstorm/List Important at Work

Examples:
hours/schedule; proximity to home and public transportation; type of work; pay; benefits; people who speak same language; not too demanding; etc.

Write or Draw

- What would your dream job be like? How would you move toward (prepare yourself for) that dream?

Critical Incidents

Ideas...to develop into critical incidents or situations

- At the end of an interview, the interviewer said he/she would call. You have been waiting for 10 days.
- You did not wear headcovering for your job interview, but you wear it to work for the first day. The supervisor asks you not to wear it.
- The man who is training you talks with an accent and seems very excited. You don't understand him so you ....
- You arrive late for an interview or for work.
- You are sick and can't go to work, so you ask your sister/brother to go in for you.
- You don't know anyone else in the factory, so you don't take your breaks. You prefer to keep working.
- There is someone in your workplace around whom you feel uncomfortable (due to looks, smell, clothes, touching, way of talking, race, etc.).
- You hurt your leg at work last week, but you did not report it to anyone. It seems to be getting worse....

Debates

Ideas...Debate the Pros and Cons of...

- Spouses working in the same place or on same schedule
- Working with people who do not speak the same languages
- Working for an immigrant or American-born supervisor
- Wearing a uniform
- Staying on the job for 6+ months even when you do not like the job
- Taking another job with higher pay, but less security
- Having a guaranteed job for life

In the U.S.

Projects

- Prepare a display or book about common entry level jobs for refugees and immigrants.
- Interview people working in a hotel, supermarket, assembly plant, etc., about the positive and negative aspects of their jobs/workplaces. Prepare a comparison chart.
- Shadow someone on the job and then write a very basic primer on how to do the job (e.g., job of hotel housekeeper). Include pictures.
- Design flashcards with pictures of work-related items so you can help new employees learn the necessary vocabulary for the job.

Field Trips

Suggestions...

Employment office, tours of hotels, restaurants, manufacturing sites, behind the scenes in retail establishments, hospitals, laboratories, resorts/country clubs, warehouses, landscaping business, office, etc.

Guest Speakers

Suggestions...

Employment counselors, employers who have hired refugees, human resource managers, former refugees, job trainers, staff from vocational training programs, etc.

ACTIVITY IDEAS for PART 4

ACTIVITY	IDEAS
Brainstorm	• Brainstorm who and how often/when for each of the three topics—education, health, and money management (e.g., Who goes to school and how often? When should someone go to a doctor? Who does the shopping in your house and how often do they go?).
Imagery	• Do a visualization/imagery exercise—focus on the sounds, scents, and sights of a school, clinic, or market. • Conduct a visualization of a visit to a school or clinic. Describe the place, the people and the activities. Use words (music) that will be comforting and strengthening rather than merely focusing on the stress related to schools and medical care. Humanize the people. Have the refugees use positive communication strategies so that the experience is not overwhelming.
Compare/Contrast	• Try other comparisons/contrasts, such as the role of education in different countries, the roles of the doctors and patients in health care or traditional/ home remedies and clinical medicine, or prices in outdoor markets versus supermarkets, fixed prices versus bargaining, etc.
Ask Questions and Predict Answers	Examples: Q: How will I pay for medical care? A: In the beginning you will have refugee medical assistance. A: You should look for a job that offers health insurance benefits. Q: In what grade will my children be placed? A: Your child(ren) might be placed by his/her age or by his/her English level. Q: What if I cannot pay back my travel loan? A: Talk to your resettlement agency. They might accept a smaller monthly payment as long as you make efforts to pay.
Watch and Talk	Discussion might include • Roles of students/teachers; finding training classes and reading schedules (e.g., computer training) • Traditional lecture model versus more active participatory model; group work with mixed ability groupings and multi-ethnic classes • Patients being treated by health care provider of same or opposite gender; right to a translator (and confidentiality); understanding/following instructions • Contrasting traditional health practice with modern hi-tech practice

- Importance of insurance—RMA or employee provided benefits; finding less expensive medical care (e.g., CHIP for children); importance of making and keeping appointments (to be assured a translator is available)
- Benefits of yard/garage/estate sales (it's considered acceptable to buy second-hand items in the U.S.)
- Importance of using financial institutions to safeguard money; the cost of using money orders and "check-cashing" businesses; earning interest (especially important to discuss options with some Muslim students)

Match the Words

- Identify where they might see the words.
- Give a synonym or similar word.

True or False

- Education—discuss the following:
  public versus private schools; alternative ways to study English while working; mandatory attendance for both genders up to age 16; parents' role in children's education (at home and at school)
- Health—identify ways people pay for medical service (RMA, insurance, free or sliding scale clinics, and hospitals in life-threatening situations. (Note importance of job with health insurance benefits.)

Multiple Choice

- Do budgeting activities.
- Do some math problems demonstrating how interest charged on credit compounds monthly. (If students come from high inflation countries, they might not realize that U.S. money does not lose value as quickly as other currencies might.)

Sequencing

Sample: Put the following in the order they will probably occur.

- register with receptionist, make appointment with doctor, be checked by doctor, show medical card, tell doctor why you are visiting, have height/weight/blood pressure measured, listen to doctor's instructions
- take clothes to cashier, compare prices and quality, wait in line, find clothes you like, try clothes on, return clothes to clerk or rack, pay and pick up bag
- Enroll child in school, take child to bus stop, prepare child's bag for school, pick child up from bus stop

Cloze

Sample:
"There are basically three levels of education. In the primary level children enter kindergarten at age _____ and continue until 5th or _____ grade. Junior high or middle school is next, usually with grades _____ to _____. The last level is senior high school, usually with grades _____ to _____."

Opinions Role Plays

- visiting a clinic; meeting between parent and teacher; asking clerk in store for help; bargaining at a yard sale; and talking to a bank teller, etc.
- Negotiating (e.g., lowering monthly loan payments, providing some help with child's homework, agreeing on a family budget, suggesting health improvement strategies)
- Bring in sample forms (from school, health insurance, clinics, banks) for practice

Adjustment Strategies

- For each item that was rated difficult, ask who might be able to help them adjust.
- Practice expressing preferences. For example, "I'd rather ...." or "I'd rather not ...."

Brainstorm/List How to Keep Healthy

Examples of how to keep healthy:
eat good food, monitor diet (fats, salts, sugar, etc.), get plenty of rest, exercise regularly, stop smoking, drink less, let feelings out, think positive thoughts/use affirmations, wash hands frequently, practice yoga, Tai Chi, martial arts, relaxation, etc.

How to Save Money

Examples of how to save money:
shop discount stores and yards sales, watch for sales (signs and advertisements), make a shopping list and only buy what is on the list, exchange things with friends, put money in bank so you won't see it and spend it, tighten the budget, participate in free community activities, etc.

How to Help Children Learn

Examples of how to help children learn:
read books together, set aside special time and place to study, volunteer at school, play language and math games, etc.

Write or Draw

Write about your current physical, emotional, and financial status.

Critical Incidents

Ideas... to develop into critical incidents

- Meeting with high school assistant principle to learn that refugee teen has been truant when the parent thought child was doing well
- Teenager getting into continual fights with parent related to attending school activities at night (OR: wearing "hot" fashions, dating, driving, getting low grades, etc.)
- Having son/daughter translating when doctor asks about mother's or father's sexual life
- Explaining to health and school personnel about red marks on body from home remedy (e.g., coining or using heated cups)
- Realizing that you do not have enough money to give the cashier at the store

Visualization

Conduct a visualization to help refugees see themselves in a situation using English well, their children receiving some honor, feeling really healthy, or having enough money. Later have them share ideas about how they will get to the "dream" state they visualized.

Debates

Ideas ... debate the Pros and Cons of ...

- Lecture and rote memorization
- Active and experiential learning
- Extra academic versus extracurricular activities
- School uniforms
- Field trips
- Buying used items
- Ethnic shops versus other stores
- Socialized medicine or public medical system
- Traditional or Alternative Medicine
- "Western" medicine
- Male/Female doctors, teachers, managers, nurses, etc.
- Older/Younger doctors, teachers, managers, etc.

In the U.S.

Projects

Suggestions

- Prepare a comparative shopping guide for "mainstream supermarkets" and "ethnic markets" for items commonly purchased on a regular basis.
- Compile a cookbook of recipes from your country (try to use ingredients that can easily be purchased in the U.S.).
- Organize a multicultural event with food, dances, costumes, displays, etc.
- Organize a multicultural health screening day.
- Translate health brochures in simple language with culturally appropriate visuals (field test before copying and sharing).
- Create a display or book on "traditional" medical practices that could be easily continued in the U.S.
- Write a refugee health guide.

- Identify thrift shops and donation centers on maps of the city. Post the maps at social service agencies.
- Ask apartment complex manager if there is a free room where a tenant organization could have an "exchange/swap" once a month or where language classes could be offered.

Field Trips

Suggestions:

- Tour schools in community
- Tour hospitals (emergency room), clinics, drugstores, dental offices, etc.
- Visit various types of markets
- Visit thrift shops, rummage sales and weekend flea markets
- Visit a local job fair

Guest Speakers

Suggestions:

- Education specialists from public health service or clinic
- Dental hygienist to demonstrate brushing and flossing
- Representative from state CHIP or other state and local health plans for low income families
- Staff who respond to emergency phone calls (conduct on-site roleplays)
- School nurses
- Legal service representative
- President of PTA/PTO; principal of school
- School bus driver; crossing guards
- Librarian
- Community recreation staff/park service staff
- Leader of merchants association
- Store clerk (about stocking, pricing, inventories)

ACTIVITY IDEAS for PART 5

Activity	*Ideas*
Brainstorm	• Identify 5 cultural traits an American should know about your country before they visit. • Create a "Culture Coat of Arms" with drawings (or words) to describe 5 aspects of one's own culture or one's country.
Imagery	Conduct a visualization taking refugees back to their countries. Ask them use their senses to see, hear, feel, touch, and taste everything around them (mentally visit a market, a religious service, home with family, a bus ride, a government building, a field/woods/garden, a lake or river, a school, etc.). Close by asking them to visualize the 5 most important things about their country that they carry in their hearts and minds.
Compare/Contrast	• role of religion • sizes of families • freedom—what types and for whom • leisure activities • voting/elections
Frame Questions and Predict Answers	Examples: Q: Can you return to your country during the first 6 months in the U.S.? A: No. A: Only if you fill out a form and get permission from INS. Q: Why do older refugees seem so sad? A: Older refugees may not have the same health and vitality. They may not be working and actively participating in community life. They may not have the same stature/wisdom they had in the "old country."
Watch and Talk	Discuss the following: • Opening pictures of cities, countryside, suburbs, African family putting henna on hands, etc. • Holiday meals—importance, people, and traditional rituals or foods. (Trying to add new traditions, rather than giving up old traditions) • What to do when a task seems overwhelming… how to break a task into smaller, more manageable parts. • U.S. laws in regard to drinking and driving, road signs, child safety seats, and seatbelts. Stay in your car—police will come to you. Having registration, license and insurance information available with you. Not arguing or bribing police.

- Domestic Violence and Child Neglect/Abuse. What may be considered acceptable in your country may be illegal in the U.S. (e.g., beating someone, leaving children unattended, female genital mutilation, sex with someone under 18 years of age, making unwanted advances to members of the opposite sex, marrying a close relative, etc.).
- Effective discipline strategies that parents can use. What to do in situation of domestic violence.
- Getting fingerprints for adjustment of status or if convicted of a crime. Note, if convicted of a felony, refugee may lose the right to remain in the U.S.
- Voting is a right and a responsibility. (Make a chart with rights and responsibilities for refugees.)

Match the Words

Bring lots of signs and symbols that are seen in the local area. (In the U.S., have refugees bring in copies of signs that they have seen locally.) Ask class to guess meaning of signs.

True or False

Create review list of U.S. laws. What alternatives do people have so that they don't break laws (e.g., if there is no smoking in a workplace, what can a smoker do? Or if they cannot hit their children, how can they discipline them? What if you do not have a safety seat for a small child? Etc.)?

Multiple Choice

Discuss the advantages and disadvantages of becoming a U.S. citizen.

Sequence

Sample: Put the following in the order they will probably occur.

swear-in as U.S. citizen, become permanent resident, arrive U.S. with I-94, apply for "green card," take citizenship test, vote for next U.S. president

Cloze

Sample:

"It is your responsibility to learn about American customs and values. However, this does _____ mean that you must give up all aspects of your own culture. It is normal to have feelings of anxiety and _____. It is a shock for many people to see that America is very different from what they _____. It's another style of _____."

Opinions Role Plays

More ideas for roleplays:

- With police—driver didn't see stop sign, didn't realize the speed limit or didn't have insurance card, etc.
- Two 55-year-old refugees talking about having to work at their age, doing physical work, not being home with grandchildren, etc.
- Two refugee children talking about their parents (language, discipline strategies, time at home, general state of mind, etc.)

Adjustment Strategies

- Brainstorm an additional list of adjustment concerns and then poll others to find out which ones are easy and which ones are difficult for adjustment.
- In the U.S., create a list of things that have been very different from what you expected. How did you feel when you found something to be more difficult than you had imagined? What will you do the next time you are confronted with a situation unlike anything you ever expected? Share with a partner.

Brainstorm/List Saving Customs & Values

Example: keeping religion of family by attending church, temple, or mosque; by teaching children the prayers; by celebrating holidays with entire family with traditional rituals and food; wearing traditional dress; and telling fables to teach values, etc.

Write or Draw

- Visualize yourself as a well adjusted person next year. How will you be different? Then identify steps and strategies you can use during tough situations that will help you adjust so that life will seem easier next year.
- Talk/Write about the refugee faces they have seen in the video. Does it seem as if they have adjusted well?
- In the U.S., give advice to a friend or family member about why they should or should not come to the U.S. as a refugee.

Critical Incidents

Suggestions…

- Driver discussing "X" with police.
- Neighbor does not seem to like foreigners (e.g., asks refugees why they don't go home).
- INS test examiner asks questions in a way that makes it very hard to understand his/her words. Examiner raises voice when refugee asks for clarification.
- Young teen has called emergency for police after parent has spanked him/her.

In the U.S.

Projects

Suggestions…

- Create a story or skit that includes a refugee passing through different stages of culture shock.
- Design a timeline of a fictional refugee's first six years in the United States. (Or write a story.)
- Organize a community awareness event for the immigrant community to learn about services available and activities in which they are encouraged to participate (e.g., schools and clinics; neighborhood clean-up and sports activities, etc.).

- Hold a mock election with all the steps.
- Form a Refugee or Immigrant Coalition so that different ethnic groups can work toward similar goals.
- Mentor younger refugees or new arrivals. Be a role model.
- Set up an immigrant leadership council.
- Write letters/petitions on causes relevant to community.

Field Trips

Suggestions:

- Visit INS office
- Tour a polling place
- Tour government buildings—meet with local, state and federal legislators
- Visit Police Station
- Attend town meeting

Guest Speakers

Suggestions:

- Panel of local candidates
- Former refugees who can share effective strategies for dealing with cultural adjustment
- INS officials and interviewers
- Police